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ABSTRACT

Attempting to document the manner in which interventions are planned and executed in public schools, this case study presents a two-year Teacher Corps Project in which the faculty members of a junior high school were required to change their approach to discipline using Glasser's Reality Therapy approach. Employing the Concerns-Based Adoption Model, in which participants' behaviors are classified by interventions, stages of concern, and levels of use, the study concludes that different interventions are required at different parts in the change process. Further, the study suggests that change facilitators should identify various innovation configurations prior to implementation of change; that it is important to set criteria for what constitutes use of the innovation; that there is a need to determine how much support is required for successful implementation to occur; that change facilitators need to make sure administrators have adequate training and understanding of the change process; and that it is important to choose a model for decision-making that fits the requirements and goals of the project. (JEH)

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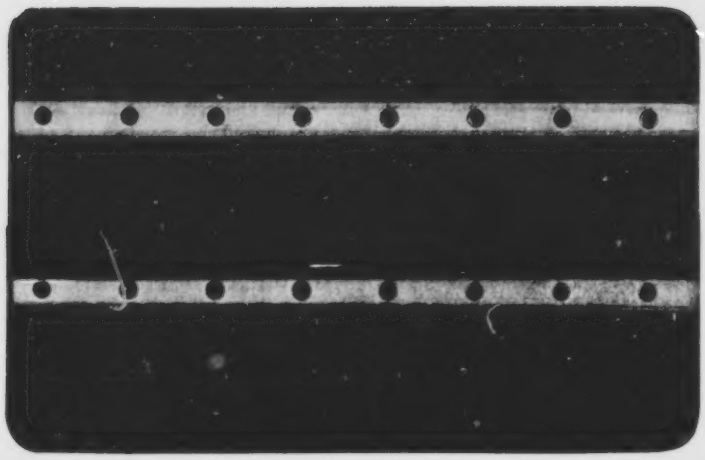

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THE IMPLEMENTATION OF A NEW APPROACH TO DISCIPLINE IN A JUNIOR HIGH SCHOOL: A CASE STUDY OF INTERVENTIONS DURING THE PROCESS OF CHANGE

Patricia Zigarmi

R&D Publication No. 3082

Research and Development Center for Teacher Education
The University of Texas at Austin

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THE IMPLEMENTATION OF A NEW APPROACH TO DISCIPLINE IN A JUNIOR HIGH SCHOOL: A CASE STUDY OF INTERVENTIONS DURING THE PROCESS OF CHANGE[1, 2]

Patricia Zigarmi

Procedures for Adopting Educational Innovations Project
Research and Development Center for Teacher Education
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Since the 1960's, millions of dollars have been spent on the development and dissemination of educational products and programs. As a result, our school systems are constantly the focus of change efforts. Unfortunately, many of these efforts are unsuccessful: student outcomes do not increase as hoped and new programs disappear as seed money and enthusiasm fade. One reason for this is that we still do not know what brings about successful change in schools. What conditions must exist for successful implementation to occur? What are the major problems facing people who are asked to change? What are their needs? What actions can be taken by the organizational leader or the manager of the change effort to help people who are changing? How do we know if these actions have the effects they are intended to have on the people they are intended to affect?

Although the literature on organizational change has begun to explain why change has been successfully implemented or maintained in a particular setting

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[1]The research described herein was conducted under contract with the National Institute of Education. The opinions expressed are those of the author and do not necessarily reflect the position or policy of the National Institute of Education, and no endorsement by the National Institute of Education should be inferred.

[2]Sincere appreciation is expressed to the faculty and staff of the junior high school and to all members of the Teacher Corps Project for their consistent and complete cooperation in this study. However, responsibility for these data and their interpretation rests solely with the Procedures for Adopting Educational Innovations (PAEI) Program.

or why it has not occurred, there is very little knowledge or understanding about what happens between the key persons involved in planning and managing a change effort and those persons who are asked to change. The focus of the study reported here was to document the actions (i.e., interventions) of a principal and several outside change agents in a school where faculty members were asked to change their approach to discipline. Faculty members in the school were then asked about their reactions to these interventions.[3] What problems remained unsolved from the teachers' perspectives? What could have been done differently? In other words, our research interest on interventions and their effects on participants in the change process became our framework for data collection at the school site. In general, we wanted to see what we could learn from a detailed description of interventions in one change effort in a public school that would be instructive to other change facilitators in similar situations. Hence, readers can draw their own conclusions about actions that may facilitate and those than may hinder a change effort.

Following an overview of the project and our research design, interventions in three phases of the project (Orientation and Initial Training, Reorienting Directions and Continued Training, and Consolidation) are described. Following a description of the interventions in each phase, quantitative data on teachers' attitudes toward and use of the new approach to discipline are presented and the effects of interventions on these data are discussed. The paper concludes with a set of observations that future change facilitators in general might want to consider as they intervene to change participants' attitudes toward and use of an innovation.

Overview of the Teacher Corps Project

The project began during the summer of 1975 when faculty members at a state university located in a town of approximately 40,000 talked to the local

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[3]Interventions are defined as actions or events that influence use of an innovation (Hall, Zigarmi & Hord, 1979).

junior high school principal about developing a two-year Teacher Corps[4] project for the school. As a first step in the collaborative effort, a needs assessment was conducted with junior high teachers, students, parents, and administrators from the target school and with university faculty members to identify the most crucial problems facing the school. Three major problems were identified: (1) discipline, (2) reading skills, and (3) student motivation. In response, the Teacher Corps Project was designed to provide training to teachers in discipline, reading, and diagnostic-prescriptive teaching strategies.[5]

Throughout the fall of 1975, several meetings involving administrators from the junior high school and university faculty members were held to develop the actual proposal for the project based on these three major needs. For the first year of the project, training was planned in the areas of discipline strategies and reading; during the second year of the project, training was to be provided in diagnostic-prescriptive teaching strategies. There was also an intern training component, a special education component and a community component, as required by federal Teacher Corps regulations. Finally, one faculty member who was familiar with the work of the Concerns-Based Adoption Model (CBAM) Project at the Research and Development Center for Teacher Education at The University of Texas at Austin proposed a collaborative effort to monitor teachers' adoption of new techniques in one of the problem areas they had identified, discipline.

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[4]The project that was studied was funded by Teacher Corps. Since Teacher Corps has been instrumental in promoting and facilitating many change efforts in public schools through the provision of necessary resources and expertise, a Teacher Corps Project provided us with a valuable setting to learn more about the change process.

[5]In reviewing an early draft of this case study, the principal said that the format and structure of the needs assessment used in the school was determined by Teacher Corps requirements. The format, at least in part, she felt influenced what was identified as a problem. Finally, she said that she was not involved in the final decision to train teachers in Glasser's model of Reality Therapy in response to the need teachers had identified in the area of discipline. She never realized, she said, that Teacher Corps would promote the Glasser model as <u>the</u> approach to discipline in the school.

Although the project involved several innovative thrusts at the junior high school, this case study focuses on only one component:[6] the development of a new approach to discipline at the school. The goal of this component as stated in the proposal was "to develop a success-oriented environment for students."

As outlined in the Teacher Corps proposal, the means for meeting this goal involved use of the concepts and techniques of Reality Therapy developed by William Glasser. These concepts, and the specific ways in which they might be applied to school situations, are described in Glasser's book, Schools Without Failure (1969). Glasser believes that schools are responsible for developing "success identities" on the part of students. He claims, however, that most schools propagate failure rather than success; and that feelings of failure often lead to disruptive and delinquent behavior, as well as to low academic achievement. According to Glasser, the two necessary ingredients for promoting the development of "success identities" are "involvement" and "responsibility." Teachers must become involved with students and help them become involved with their work and with one another. Through involvement, students can be taught to assume responsibility for fulfilling their own needs and for accepting the consequences of their own behavior. In his writings, Glasser describes a set of procedures teachers can employ in working with individual students and with groups of students to accomplish these goals.

The initial aim of the discipline strategies component of the Teacher Corps Project was to train teachers to use Glasser's techniques in a proficient manner with their students, principally to control behavioral problems. Several major strategies which comprised the general plan for implementing this component of the project were proposed:[7]

1. Inservice workshops, conducted by members of the Teacher Corps staff and junior high school administrators, would introduce teachers (and

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[6]The principal was more involved in the discipline strategies component of the Teacher Corps poject than she was in the other components and this component provided us with the opportunity to study inteventions over a two-year period.

[7]This list is derived from the proposal and from observations at the school site.

parents) to the innovation and help them develop skills in using the techniques of Reality Therapy.

2. The junior high school would have an on-site change facilitator--a university faculty member proficient in the use of Reality Therapy. This facilitator would consult with individual teachers on problems related to their use of Reality Therapy and would conduct weekly training and discussion sessions with teachers during their planning periods.

3. The Teacher Corps Project would pay teachers' tuition for university courses on topics related to use of the new approach to discipline. Some of these courses could be conducted by the on-site change facilitator at the junior high school.

4. Weekly faculty meetings, conducted by the junior high school principal and the on-site change facilitator, would be devoted, almost exclusively, to discussions related to the implementation of Reality Therapy.

5. Travel monies would be provided by the Teacher Corps Project so that junior high school administrators and teachers could attend workshops given by William Glasser, the developer of Reality Therapy.

6. The entire Teacher Corps Project would be managed through a collaborative decision-making process between the university and the junior high school. The discipline strategies component of the project would be managed by a separate leadership team, including the principal and seven teaching team leaders.

7. An evaluation of the implementation of Reality Therapy at the junior high school would be made by members of the Teacher Corps staff who were working with a research project studying the change process at the Research and Development Center for Teacher Education at the University of Texas at Austin.

8. Several efforts would be made to disseminate information about the new approach to discipline being implemented at the junior high school to persons in the local community and to the other Teacher Corps projects.

As teachers began to use Glasser's approach to discipline with their students, several teachers who did not agree with the philosophy of Reality Therapy in the first place became outspokenly cricital of the approach. Subsequently, the innovation as well as the implementation plan was modified. A large part of the case study that follows describes the adaptation of the original implementation plan and the development of several new change strategies to help teachers put into practice a modified version of Reality Therapy based

on a "philosophy of discipline" they developed over several months. The other data presented in the case study provide an assessment of teachers' attitudes toward and use of the innovation over a two-year implementation period. These quantitative data, as well as the descriptive, ethnographic data, were collected as part of an ongoing, independent research effort at the University of Texas Research and Development Center for Teacher Education.

The Research Study

Conceptualization. at the same time the Teacher Corps Project was actually introduced at the junior high school in August 1976, the research study was initiated. The research was conducted by the Procedures for Adopting Educational Innovations (PAEI) Program at the Research and Development Center for Teacher Education at the University of Texas at Austin. PAEI has been engaged in research on change in schools and colleges for approximately five years.

PAEI research is based on a conceptualization that is embodied in the Concerns-Based Adoption Model (CBAM) (Hall, Wallace, & Dossett, 1973), a theoretical model which provides a framework for understanding the change process. The model is based on two major dimensions, Stages of Concern About the Innovation (Hall & Rutherford, 1976) and Levels of Use of the Innovation (Hall, Loucks, Rutherford & Newlove, 1975). In this study, quantitative data on Levels of Use (LoU) and Stages of Concern (SoC) were collected over the two-year implementation period.

Levels of Use (LoU) describe how individuals' behaviors change as they develop familiarization and increasing skill in using an innovation. Eight discrete Levels of Use of the Innovation have been defined. These levels range from lack of knowing that the innovation exists (LoU 0) to active and refined use (LoU IVB) and, further, to searching for a superceding innovation (LoU VI). Table 1 names and briefly describes the eight Levels of Use. A focused interview is used to obtain information to assess each individual's Level of Use (Loucks, Newlove & Hall, 1975).

Stages of Concern (SoC) About the Innovation focus on the individual user's feelings about the innovation. Seven stages have been identified (see Table 2). In general, it appears that as individuals first become aware of and consider using an innovation, their most intense concerns are self- oriented. They are concerned about what the innovation is and what use of the

Table 1

Levels of Use of the Innovation*

0 NONUSE: State in which the user has little or no knowledge of the innovation, no involvement with the innovation, and is doing nothing toward becoming involved.

I ORIENTATION: State in which the user has recently acquired or is acquiring information about the innovation and/or has recently explored or is exploring its value orientation and its demands upon user and user system.

II PREPARATION: State in which the user is preparing for first use of the innovation.

III MECHANICAL USE: State in which the user focuses most effort on the short-term, day-to-day use of the innovation with little time for reflection. Changes in use are made more to meet user needs than client needs. The user is primarily engaged in a stepwise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.

IVA ROUTINE: State in which use of the innovation is stabilized. Few if any changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its consequences.

IVB REFINEMENT: State in which the user varies the use of the innovation to increase the impact on clients within immediate sphere of influence. Variations are based on knowledge of both short- and long-term consequences for clients.

V INTEGRATION: State in which the user is combining own efforts to use the innovation with related activities of colleagues to achieve a collective impact on clients within their common sphere of influence.

VI RENEWAL: State in which the user reevaluates the quality of use of the innovation, seeks major modifications of or alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, and explores new goals for self and the system.

*Excerpted from: The LoU Chart: Operational definitions of Levels of Use of the Innovation. Austin: Research & Development Center for Teacher Education, The University of Texas, 1975.

Table 2

Stages of Concern About the Innovation*

6 REFOCUSING: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

5 COLLABORATION: The focus is on coordination and cooperation with others regarding use of the innovation.

4 CONSEQUENCE: Attention focuses on impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

3 MANAGEMENT: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

2 PERSONAL: Individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision-making and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.

1 INFORMATIONAL: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

0 AWARENESS: Little concern about or involvement with the innovation is indicated.

*Original concept from Hall, G. E., Wallace, R. C., Jr., & Dossett, W. A. A developmental conceptualization of the adoption process within educational institutions. Austin: Research & Development Center for Teacher Education, The University of Texas, 1973.

Measurement described in Hall, G. E., George, A. A., & Rutherford, W. L. Measuring stages of concern about the innovation: A manual for use of the SoC Questionnaire. Austin: Research & Development Center for Teacher Education, The University of Texas, 1977.

innovation may mean for them personally. As use of the innovation begins, users have more intense task concerns. Their dominant concerns are focused on the logistics and management of the innovation. It is only after many of the task concerns are resolved that innovation users express more intense impact concerns. These concerns focus directly on the effects of the innovation on students. A questionnaire is used to assess an individual's concerns about a given innovation (Hall, George & Rutherford, 1977).

The third diagnostic component of the CBAM model is labeled "innovation configurations" (Hall & Loucks, 1978). The concept of innovation configurations has been developed as a way of describing adaptations in the use of the innovation as they are made during implementation. In other words, the various components of an innovation may be implemented fully or in part in different combinations. The use of different component variations are called configurations. Although the concept of innovation configurations was only in the process of being developed during the first year of the implementation effort reported in this study, an effort was made by the research staff to identify Glasser's model of how the innovation, Reality Therapy, should be used and the various ways in which teachers actually used the innovation during and at the end of the two-year implementation period.

Another component of the CBAM, the concept of "interventions," was the primary focus of PAEI research at the junior high school. Interventions are defined as "actions or events that influence use of the innovation" (Hall, Zigarmi & Hord, 1979). Although the research staff collected diagnostic data (SoC and LoU) for two years at the field site , the main reason for PAEI involvement with the Project was to collect data on interventions. Toward this end, an ethnographer was employed to document actions or events that occurred at the junior high school which might have some influence upon the implementation of the innovation.

Data Collection. Quantitative data on SoC and LoU was collected on six separate occasions during the two-year implementation effort: in September 1976; January 1977; April 1977; August 1977 (SoC only); October 1977; and in April 1978. Innovation configuration data was collected in September 1976, January 1977, April 1977, October 1977, April 1978, and in October 1978.

Qualitative data collection efforts paralleled the quantitative research effort. For two days a week during the first year and two to three days a

month during the second year, an ethnographer observed the change facilitators'[8] planning meetings with the principal, the principal's meetings with teachers, workshops, weekly faculty meetings, and the change facilitators' meetings with teaching teams and conferences with individuals. Frequent informal interviews with the change facilitators and project staff, university faculty members, the principal, team leaders, and teachers were conducted by the ethnographer. In addition, the ethnographer had access to minutes of meetings, faculty mailings, local school board agencies, and copies of school policies.

Extensive notes of observations and interviews from each visit were kept. Between visits, these notes were organized into episodes (interventions that occurred in the same meeting or were clustered around a common theme) and then typed. The complete set of episodes for a visit describing what was happening at the junior high school in relation to discipline strategies were called protocols. By the end of the two-year Teacher Corps Project, there were 30 protocols and more than 2000 pages of narrative description.

It should be noted that although the quantitative data collected about teachers' Stages of Concern and Levels of Use of Reality Therapy were fed back to the project administrators each time they were collected, the ethnographic data were not. Before the study began, it was agreed that the PAEI research staff would make no recommendations nor take any actions to influence implementation of the new approach to discipline.[9] The research was, for the most part, separate from and independent of the Teacher Corps Project. It was to be a descriptive study of what happened in the junior high school, not an experimental study.

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[8]The term "change facilitators" is used here to refer to two university faculty members who worked with the discipline strategies component of the project during the first year. One of these facilitators worked full-time at the junior high school. During the second year of the project, three university faculty members served as change facilitators; two of them worked half-time at the junior high school.

[9]At the conclusion of the study, the principal commented that she would never agree to these conditions again. She felt the implementation effort would have benefitted from ongoing consultation with the research staff.

Organization of the Case Study

What follows is a description of this two-year implementation of a new approach to discipline organized and described according to the concepts central to the Concerns-Based Adoption Model: Interventions, Stages of Concern, Levels of Use, and, to a more limited extent, Innovation Configurations. The description of interventions is broken down into three major phases: Phase 1--Orientation and Initial Training, Phase 2--Reorienting Directions and Continued Training, and Phase 3--Consolidation. At the end of each phase, SoC and LoU data for teachers at the junior high school during that phase is presented and discussed. When available, information about innovation configurations is presented. The description of each phase concludes with an analysis of how the interventions that occurred during that phase influenced teachers' adaptations of the innovation and affected the change facilitators' implementation strategies.

PHASE 1: ORIENTATION AND INITIAL TRAINING, AUGUST 1976 - EARLY JANUARY 1977

Major Strategies and Tactics

Several major strategies and tactics were initiated during the first phase of the project in relation to the management of the project, training, dissemination, evaluation, and administrative support. They are described in the next sections of this case study.

Management of the Project

The management team and the discipline strategies leadership team. According to the proposal, the Teacher Corps Project was to be managed by a team composed of representatives from the university and the junior high school. The team included the project director and assistant project director, a university faculty member with primary responsibility for the discipline strategies component of the project, the on-site change facilitator (a university staff member assigned three-quarters time to the junior high school), three university faculty members in charge of the special education, reading, and

diagnostic-prescriptive components of the project, and the junior high school principal. Approximately five months after the project began, two junior high school faculty members were added to the management team (see Table 3).

Table 3

Cast of Characters

Teacher Corps Project Director	Ted Carlton
Teacher Corps Assistant Project Director	Susan Smith
University Faculty Member with Primary Responsibility for the Discipline Strategies Component of the Teacher Corps Project	Don Monroe
University Faculty Member Assigned to Reading Component	Gene Richardson
University Faculty Member Assigned to Special Education Component	Louie Martinez
University Faculty Member Assigned to Diagnostic-Prescriptive Component	Harold Smith
On-Site Change Facilitators:	
First Year of the Project	Jim Anderson
Second Year of the Project	Dan Hall Doug Blanchard
Junior High School Principal	Marge Miles
Junior High School Assistat Principal	Tom Reed
Teacher Representatives on the Management Team	Mary Forsyth Sharon Simmons

During the first phase of the project, the management team met every other week to share experiences and discuss what was happening in relation to each component of the project. Members of the team were particularly sensitive to the possibility of making conflicting demands on teachers' time, and so, much of the discussion in the meetings focused on various aspects of coor-

dination. A management team meeting was also an occasion for the principal to give the project director feedback on what needed to be done to make the project run more smoothly, which was done frequently.

Although the management team reviewed plans developed by Jim (on-site change facilitator), Don (the university faculty member with primary responsibility for discipline strategies) and Marge (the principal) for the discipline strategies component of the project, few of the actual decisions about training teachers to use Reality Therapy were made at management team meetings. In fact, a subgroup of the management team, consisting of Don, Jim, and Marge, in order to be able to plan for the discipline strategies component of the project, usually met once a week just prior to the management team meeting. They constituted a leadership team for the discipline strategies component of the project for this phase of the implementation.[10]

Training

The pre-school workshop, August 18-19, 1976. During the Pre-School Workshop on August 18-19, 1976, Teacher Corps project staff members were introduced to the faculty and an overview of the entire Teacher Corps Project was presented. Once faculty members had shared what they defined discipline to be with one another, the eight steps of Reality Therapy were described and a rationale for this particular approach to disicpline was given. Teachers were then divided into small groups and asked to practice using Reality Therapy with one another. Demonstrations were conducted (in one, the principal played the role of one of the most stubborn, disruptive students in the school to the amusement of most faculty members); a film was shown; and a number of handouts summarizing Glasser's approach to discipline and copies of Glasser's book, Schools Without Failure, were distributed. Near the end of the workshop, Jim and Don described how a typical Glasser class meeting proceeded, and a demonstration class meeting was conducted by the principal.

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[10] In reading an early draft of this case study, the principal said that at times over the two years she felt like the principal and the project director. She said she felt that there was a lack of direction and that Teacher Corps would "pick up and carry the ball," but that that didn't happen in the way she expected it to. "Often other responsibilities limited my ability to do some of the things I knew needed to be done."

Weekly faculty meetings. During the first year of the project, Wednesday faculty meetings dealt with solving problems faculty members had encountered in using Reality Therapy. One major problem that teachers identified had to do with students who were always in trouble. To address this problem, a Student Planning Room (SPR), or isolation area, staffed by Teacher Corps interns on an interim basis, was set up. During a faculty meeting in early September, the principal described how the Student Planning Room would operate as an alternative to suspension.

Discussion of teachers' concerns about using the new approach to discipline continued in faculty meetings until mid-October. In one meeting, the principal went over rules related to discipline in the faculty handbook. In another meeting, Don reviewed the concepts of Reality Therapy and showed a film by William Glasser. By mid-October, however, the principal sensed that the faculty was overloaded and tired of talking about discipline strategies, so faculty meetings near the end of October and early November were devoted to other topics.

Class meetings. Teachers began to conduct class meetings about a month after the beginning of the school year. A need soon surfaced for some procedure to deal with suggestions made by students during these meetings for changing school rules. As a result, a school-wide communication structure was established. Don, the university faculty member with responsibility for the discipline strategies component of the project, developed these procedures: (1) each homeroom would select a student representative to meet with the administration of the school on a regular basis following each school-wide class meeting and (2) the faculty would elect faculty representatives from each teaching team to meet with the administration following each school-wide class meeting. The plan and rationale for the plan was shared with faculty members at a faculty meeting near the end of September. The first administrator/student class meeting was held at the end of October and two more were held within the next month. The first administrator/faculty meeting was not held until December. The result of this first round of meetings was a change in the school's gum-chewing rule, much to the satisfaction of students.

The on-site change facilitator's meetings with teaching teams during planning periods. Jim's first meetings with teaching teams were used to encourage teachers to talk about how their first class meetings had gone and to

discuss any problems they might be having in using the new approach to discipline. At those times, teachers expressed concern about whether the office would support them when a student was referred to the office for disciplinary reasons and about the amount of time it took to use Reality Therapy.

At the end of October, the on-site change facilitator used tapes of his interactions with students to demonstrate various communications skills. He suggested how teachers could modify some of the steps of Reality Therapy in working with students who had special needs. He also worked with teachers individually and conducted class meetings in teachers' classrooms at their request. On a number of occasions, he was invited to work with students who were repeatedly giving teachers problems.

Dissemination

Public relations sessions with the board of education and parents. During the first phase of the project, the principal kept parents and the board of education informed about what was happening in relation to discipline strategies at the school. She discussed the rationale behind the new approach and described the theory and techniques. As part of her presentation to the Board on November 15, 1976, she shared a set of statistics comparing the number of suspensions and explusions during the 1975-76 school year with the number of suspensions and explusions during 1976-77. In the 1975-76 school year there had been 26 suspensions, 6 expulsions, and 127 days of school lost by November 15th. In contrast, during 1976-77 there had been 20 suspensions, 3 expulsions, and 55 days of school lost as of November 15th.[11]

Evaluation

Data collection by the research project. As part of the research effort, data on teachers' concerns about and use of the new approach to discipline were collected several times over the course of the two-year implementation effort. In September, during the first phase of the project, LoU interviews were conducted and SoC Questionnaires were administered. Information from

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[11]The principal said that she was trying to give the Board something concrete, something they would understand. She was not seeking to measure the success of the implementation effort in these terms.

these instruments was shared with Teacher Corps staff members and with the junior high school principal in September and October.[12] Although the research staff pointed out that the project staff tended to focus their efforts on junior high school faculty members who were negative toward the innovation rather than on faculty members who were struggling to use it, knowledge of SoC and LoU data was not used as a basis for rethinking implementation strategies or making changes in the game plan. Rather, the data were primarily used to confirm the change facilitators' and the principal's intuitive sense of what was happening.[13]

No other formal evaluation of the implementation effort was undertaken during the first phase of the project, although the management team did discuss an evaluation proposal from a faculty member at the university. The on-site change facilitator, Jim, also began to plan a separate evaluation of the project for his doctoral dissertation.

Administrative Support and Modeling of the Use of Reality Therapy

Perhaps one of the key factors influencing teachers' use of Reality Therapy during the first phase of the project was the principal's support and advocacy. During the first weeks of school, the principal talked about Reality Therapy with teaching team leaders and with curriculum leaders. She conferred with faculty members individually if they came to her with problems related to its use. She also practiced the new approach with students who were referred to the office for disciplinary reasons and then related her own successes to faculty members who were less enthusiastic.

When the change facilitator was out of town near the end of September, the principal conducted the meetings he usually had with the teaching teams on a weekly basis, clarifying the purpose and steps of Reality Therapy and, in general, offering support and understanding for the efforts teachers were making.

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[12]There was a delay in getting the data back to the project. Even when it was shared, the principal said, "I didn't know how to use it."

[13]After reading an early draft of this case study, the principal explained that the data was not used partly because it was returned late, partly because university faculty members did not know how to interpret it, and partly because the data was aggregated by teaching teams which made it difficult for the change facilitators to individualize interventions.

During these meetings, the principal also shared examples of how effective she thought the new discipline methods could be with students from her own experience. She let faculty members know that she understood the difficulties involved in making this type of change and assured them that the office would support what they did in disciplining students, as long as those actions were reasonable and gave students options.

Because the principal had sensed some serious reservations about the project on the part of some teachers, she felt it was important to meet with the team leaders to find out more about these concerns and to emphasize the importance of the team leaders' role in the implementation of the new approach to discipline. An all day meeting was held in mid-October. At this meeting, team leaders discussed problems they and their team teachers were having with the innovation. Everyone was feeling pressure because of the time it took. They also felt that follow-up and office referrals were problems. Several team leaders wanted suggestions as to how to keep track of student commitments. Finally, much of the discussion dealt with what should happen to students who broke their commitments. In response to these concerns, team leaders spent the afternoon of their all-day meeting outlining the role of the team leader, the guidance counselor, and the office in relation to discipline.

By mid-November, two months after the project had been initiated, energy and faculty morale were low. Wednesday faculty meetings were not being held. The on-site change facilitator was encountering strong resistance from faculty members in a few teams. At this point of the implementation process, the discipline strategies leadership team (Don, Jim, and Marge) met and agreed to try two new tactics to encourage teachers' use of Reality Therapy. First, the principal would interview all faculty members individually to probe their concerns, and, then, a round of three faculty meetings would be scheduled to develop a "philosophy of discipline" for the junior high school that all of the faculty members in the school could support. It was agreed that during the first faculty meeting after the interviews, the principal would share a summary of what she had learned from her interviews with individual faculty members.

Other Events That Influenced Teachers' Use of Reality Therapy During the First Phase of the Project

Finally, one other important event occurred during the first phase of the Teacher Corps Project at the junior high school that influenced teachers'use of the new approach to discipline. In early December 1976 the State Department of Education decided to fund the Student Planning Room with special education money. This decision meant that a permanent staff member would be assigned to the SPR to work with chronic discipline problems and that the room was likely to become more of a central, and stable setting for implementing the school's approach to discipline. Upon receipt of the money, a woman from the central office of the school district was assigned to staff the room on a temporary basis until a full-time teacher could be hired at the beginning of the second semester.

The major actions and events that influenced teachers' use of Reality Therapy during the first phase of the project are summarized on the time line shown in Table 4.

Stages of Concern Data for Phase 1

Stages of Concern Questionnaires were administered to teachers in September 1976 and again in January 1977. Figure 1 presents SoC data for the first data collection period, which was actually completed before teachers held their first class meeting, while Figure 2 summarizes the data from the second measurement period in January 1977.

In September 1976, before teachers had begun to use Reality Therapy, Stages 0, 1, and 2 concerns were higher than the other stages. Percentile scores at SoC's 1 and 2 were almost equal. Teachers wanted to know more about the innovation and how using it would affect them personally. By January 1977, management concerns had increased in intensity (i.e., concerns about how to actually use the eight steps of Reality Therapy and how to conduct a class meeting and how to organize the time necessary to use the techniques and to do follow-up with students). Stage 6 concerns were also slightly higher in January 1977 than they were in September 1976. This score, coupled with others, indicated that some teachers were already expressing reservations about the innovation. Although there were variations to this pattern in some teaching teams, these percentiles reported above are fairly typical of new users.

Table 4

Major Strategies, Tactics, Events That Occurred During Phase 1 -- Orientation and Initial Training

August, 1976 | September | October | November | December | January, 1977

Project Management Activities

Management Team Meetings →

Discipline strategies leadership team meetings →

Training Activities

The preschool workshop (August 18-19, 1976)

Weekly faculty meetings devoted to discipline strategies →

(Faculty meetings cancelled in November and early December)

Initial faculty meeting to develop philosophy of discipline

Teachers' class meetings with students →

Administrator-student class meeting

Administrator-faculty class meeting

Student planning room established

SPR funded by state

On-site change facilitator's weekly meetings with teaching teams →

Principal's meetings with teaching teams

Dissemination Activities

Principal's meeting with parents

Principal's meetings with Board of Education →

Evaluation Activities

SoC/LoU data collection

SoC/LoU data collection

Administrative Support Activities

Principal's discussions with teaching team leaders and curriculum leaders →

Principal's all day meeting with teaching team leaders

Principal's conferences with individual teachers →

Principal's interviews with faculty members

Principal's modeling of use of Reality Therapy →

Figure 1: Distribution of Teachers' Concerns About Use of Discipline Strategies, Expressed in Percentiles, September 1976 (N = 42)

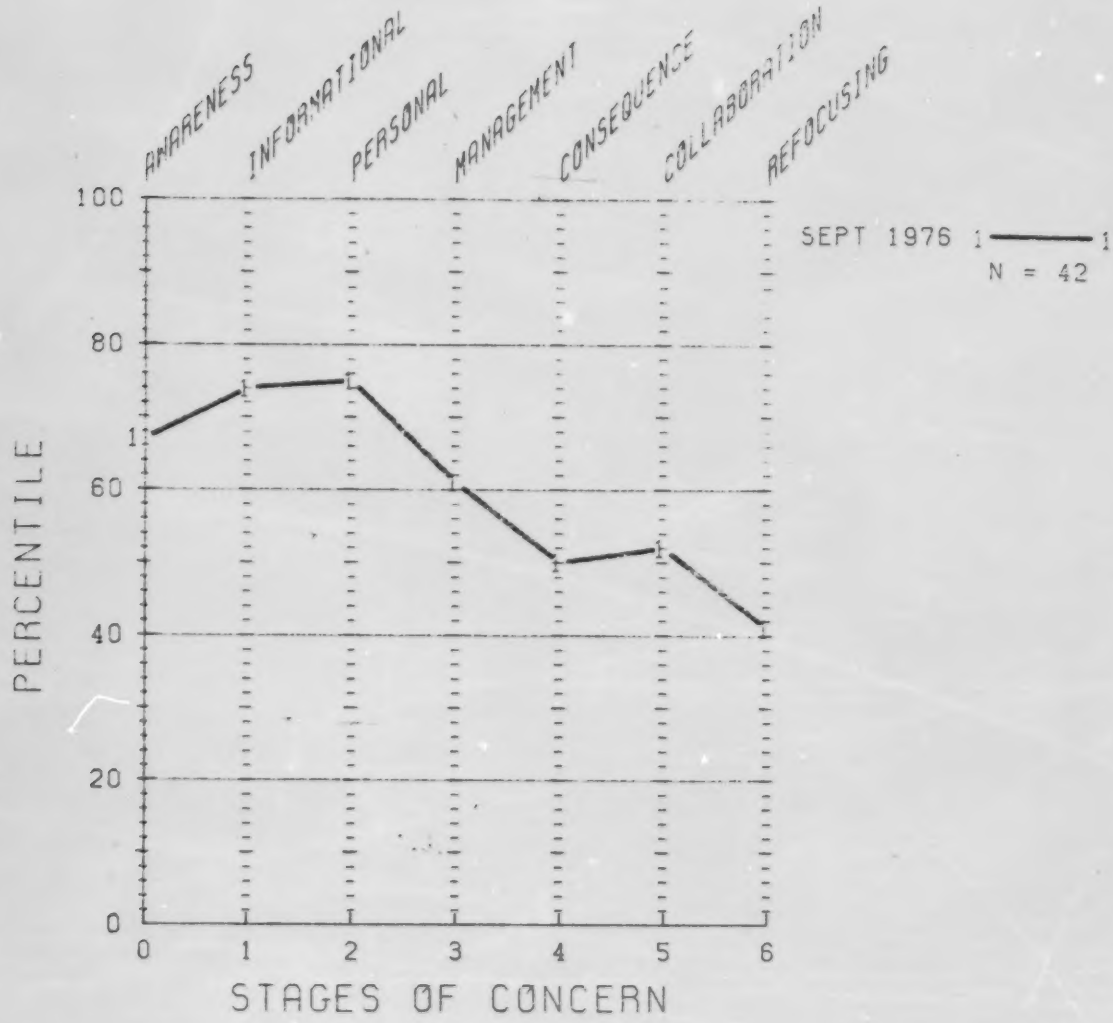
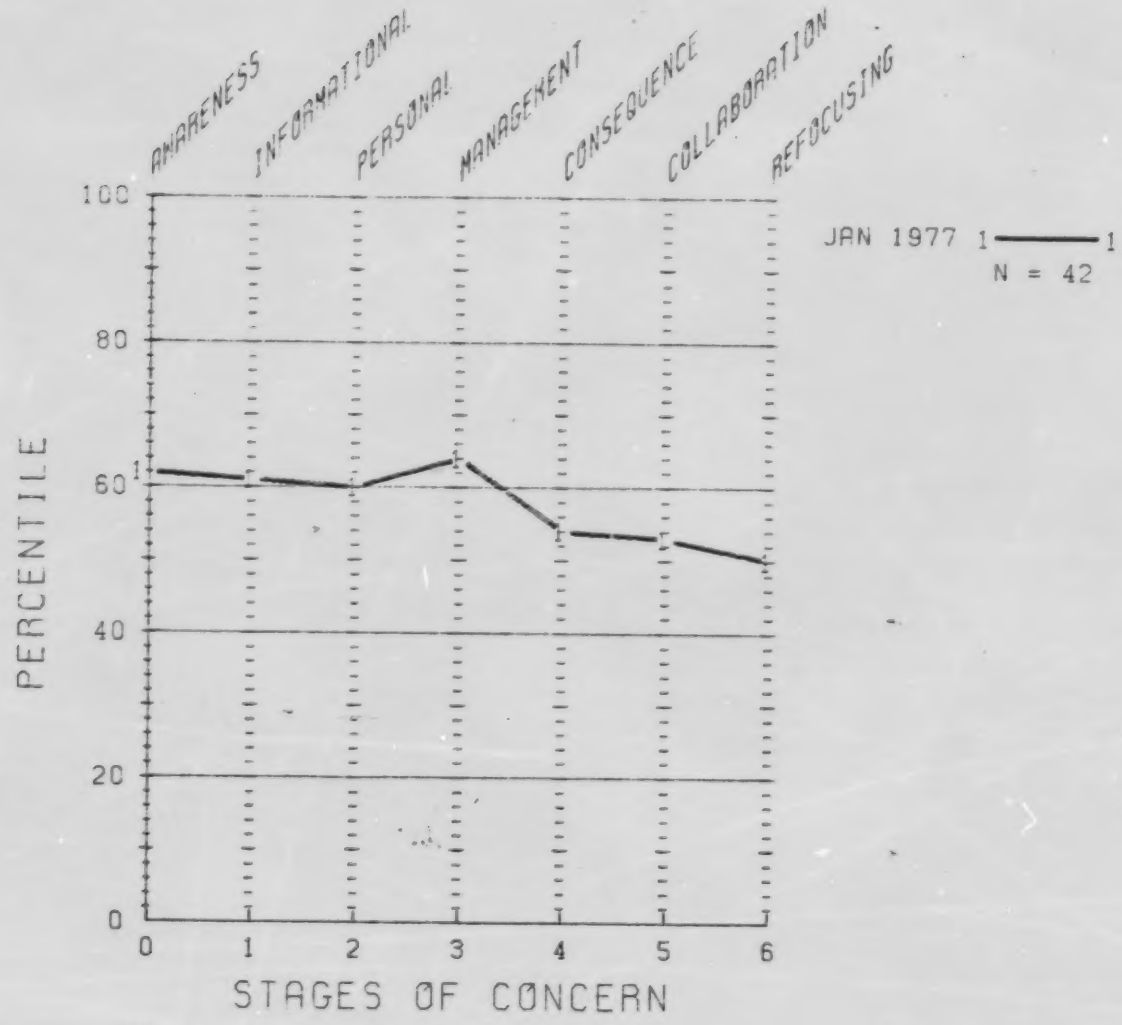


Figure 2: Distribution of Teachers' Concerns About Use of Discipline Strategies, Expressed in Percentiles, January 1977 (N = 42)



Levels of Use Data for Phase 1

Levels of Use interviews were conducted with all members of the junior high school faculty near the beginning and end of Phase I, in September 1976 and again in January 1977. These two groups of interviews provide insights into the actual behaviors of individual teachers in relation to use of Reality Therapy during the first phase of the project.

In September 1976, a very lenient standard was used to classify teachers as users (LoU III or above): if a teacher had held a class meeting, that teacher was classified as a user. Table 5 presents the LoU ratings for the group at that time. Because the first class meetings that were held were required, all junior high school teachers were considered users in September 1976. As would be predicted, the majority of the subjects were at LoU III: they were using the innovation in a very mechanical, uncertain way. Generally, they were not clear about what steps should be taken next in using Reality Therapy. Their planning for use of the innovation was day-by-day at best and, most often, moment-by-moment. Questions about management of the innovation were clearly uppermost in their minds.

Given the large number of teachers at SoC's 1 and 2 and at LoU III, teachers who were unsure of what steps to take next or how to take them, we would hypothesize that the most appropriate interventions during this phase of implementation would be those focusing on resolving the personal, informational, and management needs of teachers. A review of the interventions described in the preceding section indicates that many of the interventions did seem to be appropriate. They focused on providing additional information about the innovation, on teachers' personal concerns, on improving mechanical use of various parts of the innovation, and on techniques for using the eight steps of Reality Therapy and for conducting class meetings. Weekly faculty meetings, the establishment of a school-wide communication structure, the on-site change facilitator's meetings with teaching teams, and consultation with individual faculty members and the principal's modeling of the innovation were all directed, to some extent, at the informational, personal, and management concerns of the faculty. What influence did these interventions have on the subjects' subsequent use of Reality Therapy?

Table 6 presents the Levels of Use data for teachers at the junior high school in January 1977. At that time, a different standard for what consti-

Table 5

Percent of Subjects at Each Level of Use, September 1976 (N = 42)

Level of Use	0	I	II	III	IVA	IVB	V	VI
Percentages	0	0	0	74	17	7	5	0

Table 6

Percent of Subjects at Each Level of Use, January 1977 (N = 42)

Level of Use	0	I	II	III	IVA	IVB	V	VI
Percentages	7	0	0	43	41	5	2	0

tuted use of the innovation (LoU III or above) was used. To be classified a user, a teacher had to hold at least two class meetings, ask students to make oral or written plans to change their behavior, follow-up with students to see that plans were carried out and when plans were not carried out, provide students with opportunities to develop another plan before taking punitive action.

In part, because different criteria for what constitutes use of Reality Therapy, or "discipline strategies" (as the new approach to discipline at the junior high school came to be called) was used, there was much greater variation in LoU ratings in January than there was initially in September. The percentage of subjects who were using the innovation at LoU III dropped mark-

edly (from 80 percent to 39 percent). Apparently, either experience with the innovation and/or some of the interventions that occurred between September and January were effective in helping a number of teachers resolve some of their personal concerns and management problems in relation to use of the innovation. Even so, more than one-third of the faculty were still having difficulty managing the innovation five months after it was introduced.

Despite the fact that several teachers could be classified as "routine users" in January 1977, management concerns persisted and, in fact, were higher than any other concerns at this time in the implementation process. The ethnographic data and comments in LoU interviews also revealed that several teachers found that it was difficult to use Reality Therapy with some students. This raised doubts in their minds about the ultimate value of the innovation (as reflected in higher SoC 6 concerns in January). Other teachers were having difficulty finding time to utilize Reality Therapy. Finally, a number of teachers were uncertain of their role in handling discipline problems in relation to the functions of both "the office" and the Student Planning Room. They continued to ask for information on how the office would handle disciplinary referrals (SoC 1--Informational concerns), and many of them said they were reluctant to send students to the office or to discuss discipline problems with the principal because her expectations for use of Reality Therapy were so high (SoC 2--Personal concerns).

Among the seven percent who were rated nonusers (LoU 0-II) in January 1977 (three teachers), two expressed dislike of the innovation and simply were not using it. The other teacher spoke favorably about Reality Therapy, but for various reasons, primarily because she felt her own strategies for dealing with discipline problems were working, she was not actually using it.

There were at least two distinct groups of subjects rated at LoU IVA (Routine use) in January at the end of Phase I. One group had resolved their management problems and were using Reality Therapy without much difficulty while still attempting to learn more about it. Another, somewhat smaller, group was rather skeptical and unenthusiastic about the innovation. This group had settled into a minimal pattern of use with which they were comfortable. Their comments during the LoU interviews indicated they were giving no thought to changing that pattern. This group, along with some of the non-

users, was responsible for most of the resistance and low morale that was evident in the faculty about mid-November 1976, in the middle of Phase 1.

Analysis -- Phase 1

Interventions Related to Administrative Support for Teachers' Use of the Innovation

Much of the literature on organizational change talks about the importance of "administrative support" for successful implementation (i.e., Gross, Giacquinta, & Bernstein, 1971; Berman & McLaughlin, 1975, 1976; and Zigarmi, 1972). Clearly the principal in this change effort valued the innovation and supported its use with students by conducting demonstration class meetings, sharing her successful experiences in using Reality Therapy with teachers, clarifying the procedures and steps involved in using the innovation, attending team meetings, conferring with individual teachers and team leaders about discipline problems, incorporating the use of Reality Therapy as a criterion in teacher evaluation, and, in general, promoting use of this new approach to discipline with teachers, the board of education, and with parents. Her active stance and insistence that Reality Therapy be used in the school was a key factor in influencing teachers' use of the innovation during this first phase of the project.

However, not all of the principal's actions during this period had a positive effect on implementation. For example, the principal came to believe (with the support of the change facilitators) that corporal punishment (paddling), especially the extent to which it had been used in the past at the junior high school, was not compatible with use of the innovation. Therefore, she and the assistant principal stopped paddling students who were referred to the office for disciplinary reasons. Instead, they talked to students about the reasons for their behavior and asked them to make written or oral commitments to change that behavior.

Neither she nor the change facilitators anticipated the effect that changing the way the office routinely handled disciplinary referrals would have on teachers. What happened was that some teachers panicked. They had never viewed Reality Therapy as a replacement for paddling. In fact, they as-

sumed that they would be able to rely on paddling as a last resort when Reality Therapy did not work. When several faculty members became aware that students were being sent back to class without having been paddled or punished in some way, they accused the office of not supporting teachers.

The issue is further complicated by the fact that teachers were not getting feedback on what the office was doing with discipline referrals. They simply heard from students that "nothing" was being done; i.e., students were not being paddled or suspended, just "talked to." However, it is likely that even if feedback had been given, many teachers would not have agreed with what the office was doing. Teachers' personal and management concerns were so high during the first few months of the project that they would have been unable to understand the long-range impact of the office's actions on students.

So, what might have been done in addition to what was done to help these teachers who were critical of the innovation feel that the office was supporting them? In the first place, early discussions between these teachers and the principal and assistant principal might have helped reconcile conflicting expectations. They needed to talk about questions like: To what extent is paddling inconsistent with Reality Therapy? Under what circumstances would paddling be acceptable? How could the office feel reasonably sure that teachers had tried to use Reality Therapy with students before students were sent to the office to be paddled? Although the way teachers and administrators might have answered these questions may not have been consistent with William Glasser's answers to these questions, the discussion itself would have allowed these teachers to feel supported by the office, both sides would have felt they were working toward the same goals, and expectations for when strategies other than Reality Therapy would be acceptable would have been clarified.

Secondly, the change facilitators could have worked with the principal and assistant principal during this phase of the project to help them understand why a teacher might interpret the administration's use of Reality Therapy as a lack of support. It is understandable that, for teachers who were struggling to use Reality Therapy, having students who were behavior problems returned from the office to class so quickly made it even more difficult for these teachers to work through their problems with the approach. In this case, the change facilitators might have intervened with the principal and assistant principal to help them see that their own use of Reality Therapy may

not have helped teachers resolve their immediate problems/concerns with use of the innovation. It may have been more helpful to teachers who were learning how to use the innovation for the office to have kept some of the students out of class longer, especially knowing, as the principal did, that Reality Therapy would not work with all students.

While some teachers criticized the office for not supporting them when they sent students to the office for disciplinary reasons, other teachers perceived that their honest attempts to learn how to use the innovation were not supported. Ethnographic data from the first phase of the project show that the change facilitators (Don and Jim) and the principal tended to focus on people who were critical of the innovation (perhaps six to eight faculty members out of a total of 42) in the first few months of the project. Their energy went into planning for dealing with the criticisms these people voiced. They did not spend as much time thinking about how to positively reinforce teachers who were trying to use the innovation. This emphasis on people who were critical was most evident in discipline strategies leadership team meetings and in the change facilitators' weekly meetings with teaching teams where one or two negative faculty members could monopolize a whole session.

It is interesting to consider why some faculty members rejected Reality Therapy so early in this first phase of the project. For some, it was probably because of a different set of values about the need for punishment. For others, their rejection may have been because of the principal's outspoken support and insistence that all teachers use this approach. Others who were critical may have felt comfortable with their own overall approach to discipline, felt that it was effective and humane with a majority of students, and, therefore, had not defined discipline as a problem.

Again, these observations raise some serious questions about the nature and complexity of administrative support required for the successful implementation of change. For some teachers, perhaps further exploration of the assumptions and values of various approaches to discipline would have lessened their resistance. Or these same people might have been more interested if they had seen the effects of a positive approach to discipline in a school that had already implemented Reality Therapy. For others, a low-keyed approach on the part of the principal might have been facilitative.

For the third group of teachers who did not define discipline as a problem, the principal may have needed to consider whether or not these teachers really did need to change their approach to discipline if, in fact, they were already relating to students in a way that increased student responsibility. It may have been that the innovation was not approrpiate for these teachers. That possibility raises some questions about the utility of needs assessments in planning innovative programs.

Problems with Needs Assessments

There are always problems with needs assessment in federal change projects of this kind. Teachers are usually asked to respond to a questionnaire listing several areas of need. Because there is a proposal to write, there is no time to probe what is meant by the "need" that the majority of teachers choose more specifically. For example, consider the situation wherein teachers identify "discipline" as a need. Does this mean that teachers are dissatisfied with their overall approach to discipline and would like to learn some new techniques? Does it mean that they need to learn something about motivating students' learning? Or, does it mean that they want assistance in dealing with a few chronic discipline problems? Neither the outside change facilitators nor the principal in this project knew what teachers meant when they indicated they had a "need in discipline." In fact, several teachers in this study could not even remember completing a needs assessment because there was sixteen-month break between the assessment and the initiation of the project.

Further, once a need has been identified, a solution (which is an innovation or some form of a change to be implemented) is selected. In many cases, the innovation selected is not obviously related to what people meant when they expressed a need in a given area. In this case, teachers at the junior high school did not participate in the decision to select Reality Therapy as a solution to their expressed needs in the area of discipline; university faculty members chose the innovation. This fact may have caused some teachers to be critical of the approach from the outset.

Establishing Criteria for What Constitutes Use of the Innovation

Finally, both the ethnographic and the quantitative data in this study pointed to the need for the change facilitators to identify criteria for what

constituted use of the innovation at the beginning of the implementation effort. Although the proposal stated that teachers would be more humanistic toward students as a result of participating in the project and although the principal could state several objectives for the school's being involved in the project (there would be fewer suspensions and expulsions; fewer students would be sent to the office; teachers would give students more responsibility, etc.), the change facilitators did not agree on criteria for what individual teachers would actually be doing when they had implemented the new approach to discipline. Moreover, the criteria were never written down during the first phase of the project, nor were they shared with the faculty. In fact, by midfall, the focus of the change effort had shifted away from the implementation of a specific innovation, Reality Therapy, to a more general goal of helping teachers examine and modify the approaches to discipline they were already using. Noting signs of low morale and energy, the change facilitators and the principal felt that increasing pressure on teachers to adopt Reality Therapy would jeopardize the more general goal they had of developing humane discipline practices at the junior high school. By January, the term Reality Therapy was not used and the change facilitators referred to their work with teachers as work on "discipline strategies."

By suggesting that it would have been helpful if more explicit criteria for what constitutes use of the innovation had been stated at the beginning, we are not implying that those criteria would have remained constant. Since change is a process, it is likely that the criteria would have changed as teachers' concerns and use of the innovation changed.

Clearly, it would have been very difficult to reach agreement on criteria for successful, or even minimal, use of the innovation at the beginning of the project. The administrators at the school would have wanted to cite criteria like "fewer students expelled" and "fewer students sent to the office." Teachers would have said, "Of course, there are fewer. We are doing battle with them in our classrooms. We're lowering our standards and are putting up with more disruptive behavior." Still, the grappling and interchange over criteria for what constitutes use of the innovation might have been productive. It probably would have increased teacher ownership in the innovation. It might have provided the principal and teachers with an opportunity to work out problems they were having about what constitutes support from the office in cases

of disciplinary referrals. The criteria themselves would have also given the change facilitators some benchmarks against which they could have assessed how well the implementation was going. Furthermore, the discussion would have given the principal and the change facilitators a sense of teachers' perspective on the project; and, subsequently, they might have been more comfortable with phasing in the requirements for full implementation of the innovation as teachers became more effective in their use of Reality Therapy and developed concerns about the impact of the innovation on students.

In light of this analysis, what happened in the next phase of the project? The change facilitators' and the principal's interventions in an interim period, from December 1976 until mid-January 1977, and in Phase II, from mid-January 1977 until August 1977, are described in the two sections that follow. In addition, data from the SoC Questionnaires and LoU interviews for the second phase of the project are presented.

Interim Period: December 1976 - January 1977

Several events happened in December and January of the first year of the project that affected the discipline strategies leadership team's overall game plan and strategies. The first resulted from a mix-up which occurred involving teachers' grades for the psychology course they were taking with the on-site change facilitator on the topic of discipline strategies. Over the Christmas break, letters from the university president were sent to teachers telling them they had received "incompletes" in the course. When the principal became aware of the extent teachers were complaining to each other about the situation, the discipline strategies leadership team met and decided that teachers would contract for a grade for the course as soon as school started again in January. The grade would be filed with the university, and the incompletes would be removed from the teachers' records. The contract required teachers to: (1) read two texts--Glasser's Reality Therapy and a book on interpersonal communication, (2) tape two interactions with students, (3) tape a class meeting, (4) attend weekly team meetings with the on-site change facilitator, and (5) prepare a written case study which would include a plan for working with a problem student.

The second event that affected implementation was that a number of days of school were cancelled in early January because of bad weather. As a result, plans to have the faculty work on a "philosophy of discipline" for the school during weekly faculty meetings were disrupted. Also, to avoid losing additional days of school and because they knew that teachers at least could get into school even if students could not, the local school board decided that the inservice days that were built into the calendar year for February would be held a month earlier than had been planned. Later class meetings scheduled for January were cancelled because so much instructional time had been lost due to the bad weather.

These two events, the incompletes teachers received and the bad weather that occurred in January, among other things, caused the change facilitators and the principal to rethink the direction they were taking to implement a new approach to discipline in the junior high school. The major strategies and tactics the change facilitators and the principal initiated in the second phase of the project are described in the section that follows.

PHASE 2: REORIENTING DIRECTIONS AND CONTINUED TRAINING, JANUARY 1977 - AUGUST 1977

Major Strategies and Tactics

Training

Faculty meetings to develop a philosophy of discipline. In the December 15, 1976, faculty meeting, a new process to reach consensus on a philosophy of discipline was proposed by the discipline strategies leadership team (Don, Jim, and Marge). This proposal was generated in response to the principal's interviews with individual faculty members in late November and early December. The new process was initiated in early January. Teachers were divided into groups of four or five, each with an elected spokesperson. The spokesperson from the eight or nine groups constituted a negotiating team that was charged with working out agreements on a school-wide philosophy of discipline. Once consensus about a philosophy of discipline was reached, the change facilitators and the principal planned to have teachers assess what they were cur-

rently doing in relation to the philosophy of discipline they had adopted. Teachers would then be asked to work out plans for how the philosophy could be implemented in the school and in individual teaching teams, if current practices were not in line.

Only one or two faculty meetings were held in January, because the board of education announced that all after-school meetings would be cancelled due to an energy crisis precipated by the bad weather that had immobilized the area earlier in the month. A month later, on February 23, 1977, faculty meetings and work on the philosophy of discipline resumed. At the February 23rd faculty meeting, the principal emphasized that inconsistency among faculty members in the way they approached discipline was a major problem at the junior high school. Because a number of faculty members had complained about how tedious the meetings on the philosophy of discipline were, the principal also told the faculty that she hoped that they would agree to a school-wide philosophy of discipline within the next two weeks.

By March 2nd, the negotiators identified six components of a statement of philosophy that they could agree to. Despite rumors in the school that at least one negotiator was not going to accept anything that was proposed, the negotiators hammered away at the exact wording of the six components during the March 2nd meeting. At the end of the meeting, the principal suggested that somebody outside of the school draft the six components into a statement that the faculty as a whole could examine before the next faculty meeting. A professor of educational psychology at the university was asked to undertake this task. Before the task was turned over to him, each faculty member in the junior high school was asked to react to all six components of the proposed philosophy and raise any objections they might harbor.

On March 9th, faculty members were to react to a draft of a statement of philosophy for the school that incorporated the six components identified by the negotiators. The statement also incorporated many of the concepts of Reality Therapy. On March 16th, the faculty voted to adopt the final version of the philosophy statement. At the time, several faculty members said that because of peer pressure they felt they were forced to sign it just to "get it over with."

After several weeks, during which time weekly faculty meetings were cancelled or the faculty met by curriculum areas, the principal asked one of the

team leaders to chair a faculty meeting. At this time, members were asked to begin talking about plans for implementing the adopted philosophy of discipline. During a faculty meeting in late spring, the faculty agreed to meet by teams over the summer to work on plans to implement the new philosophy of discipline.

Inservice days in January. Because of snow storms, the inservice days that were originally scheduled for February were held in January. The time was used to have teachers assess the progress they were making in use of the new approach to discipline and to continue working on reaching consensus about a philosophy of discipline. The assistant principal ran the meetings in the absence of the principal who was at a management training conference in Toronto.

The on-site change facilitator's weekly meetings with teaching teams during planning periods. Several of the on-site change facilitator's meetings with teaching teams in January were cancelled because of both bad weather and project evaluation activities the teachers were involved in. The first meetings of the second semester were actually held in early February. At that time, the change facilitator explained the university course requirements he had worked out over the Christmas break to cover their work in the psychology course on discipline strategies they were taking. He also told the teams that his meetings with them over the next two months would focus on the development of interpersonal relationship skills.

In the meetings that followed over the next few weeks, the change facilitator focused particularly on the types of comments teachers make in interacting with students and the effects these comments have on students. At times, he worked with teachers on specific problems they were having with particular students in their classes. Often, teachers were asked to work on some activities between team meetings, but rarely were these activities discussed at the meetings.

Later in the semester, when teachers began to read a book on interpersonal communication, the change facilitator showed a series of videotapes he had made of role-playing incidents from the book. Unfortunately, the technical quality of many of the video tapes was poor, and they were difficult to hear. In addition, many of the tapes demonstrated interpersonal communication skills among adults; none of them showed the trainer interacting with junior

high school students. In mid-April, weekly team meetings were again cancelled for two weeks because of spring break and UTR&D data collection.

Tapes of teachers' conferences with students. As part of the requirements for the psychology course they were taking, teachers taped two interactions with students and made one tape of a class meeting. The change facilitator, Jim, then met with each teacher to listen to the tapes, emphasizing the positive aspects of what the teacher was doing and making suggestions about how the teacher could have responded differently in some situations.

A number of teachers reacted very favorably to these individual conferences with the on-site change facilitator. Most of them felt that his suggestions improved their use of Reality Therapy. One teacher said that Jim had pointed out that, "When you are working with individual students, it's important to tell them what you expect of them and that you describe the role that you, as the teacher, want to play in relation to them." The teacher went on to say that Jim had helped her recognize some of her own patterns in responding to students and that, as a result of listening to her tape, had suggested another way of intervening with two students who were always clashing. Another teacher said, "I became aware of how I tend to give kids excuses for acting in certain ways when it might be more appropriate to let the kid talk about why he did something."

Glasser workshops. During the first and second phase of the project, a number of teachers were sent to workshops conducted by William Glasser himself. The first workshop was held on December 8-9, 1976, during the first phase of the project; the second on March 19-20, 1977, during the second phase of the project. These workshops reinforced teachers' efforts at using Reality Therapy and helped them see that the school was further along than generally thought in implementing the new approach to discipline. In some teaching teams, teachers who attended the workshops informally shared their impressions with other team members, which also helped these people feel good about their progress.

Summer team meetings and courses. Over the summer, Teacher Corps supplied funds to pay teachers to meet to talk about implementing the newly-

adopted philosophy of discipline in their own teams.[14] Some teams met as many as five times; others met once. Each team was given a form on which to record the results of their discussions. The principal had intended to use the teams' plans for implementing the adopted philosophy of discipline as the basis for further school-wide planning during the pre-school workshop at the end of the summer. Unfortunately, the assigned task was never really clarified, and so the results were not that useful.

As part of the Teacher Corps Project, three university courses were also offered to teachers during the summer, between the first and second years of the project. Two psychology courses and a course on research methods were offered. About one-half of the faculty registered for these courses. Their tuition was paid by the project.

The Management of the Project

The management team. The management team continued to meet during the second phase of the project. At the request of the project director, the principal appointed two teachers to the management team in January. During this phase, members of the management team also attended workshops on the topics of "Leadership" and "Institutional Change."

During this phase of the project, the management team became more involved in decision-making, although not in decision-making specifically related to discipline strategies. For example, an all-day meeting of the management team was held on February 18, 1977, for the purpose of discussing its function and the need to coordinate the requirements and demands of the various components of the project on teachers. At the all-day meeting, members of the management team agreed that communication between the leadership teams of the various components and the management team was a problem. As a result of the all-day meeting, the management team spelled out the responsibilities of leadership

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[14]The principal, after reading an early draft of this case study, said that the basic strategy of the second year of the project was to focus on teaching teams as the unit of change. By adopting this strategy and by reassigning some faculty members to new teaching teams, she hoped to "divide and conquer" faculty members who were resistant and critical of the new approach to discipline.

teams and the conditions under which leadership teams needed to inform the management team of the decisions they made.

Later, one of the time consuming tasks of the management team during this phase of the project was planning for a visit from the National Director of Teacher Corps, Bill Smith, on March 31, 1977. Earlier in the year, Dr. Smith had been invited to visit the project and the college by the dean of education at the university. During his visit, Smith met with the project director and the discipline strategies leadership team to talk about the discipline strategies component of the project. He also sat in on an administrator-student class meeting and on one of the on-site change facilitator's meetings with a teaching team. Over lunch, he met with the entire management team, several media representatives, local school board members, and administrators from the public school system and the university. He spoke favorably about the project. One of the most interesting benefits of the visit was that it caused the principal and the change facilitators to focus on the positive aspects of the project at a time when the discipline strategies component of the project was bogged down in discussions of a philosophy of discipline.

Smith's visit was reported in the newspapers and on the radio over the weekend. Subsequently, a radio station asked the principal if the station could do a series of programs on the new approach to discipline that was being implemented at the junior high school.

During this phase of the project, the management team also had to deal with a number of staffing problems. Don, the university faculty member with responsibility for the discipline strategies component of the project, was asked by his department to write two other major proposals for federal funding which took away from the time he could spend on the project. The project director (Ted) and assistant project director (Susan), as well as the university faculty member who worked most directly with the research project (Harold), also had less and less time to spend at the junior high school as other components of the project got started and became more time demanding. Over the summer between the first and second years of the project, the college of education at the university was reorganized; and, as a result of the reorganization, the Teacher Corps Project was affiliated with another division in the college. One consequence was that even more of the project director's time was siphoned off. University representatives to the management team also

became less involved in decision-making as it became increasingly difficult to influence the development of the discipline strategies component of the project which was now being managed, for the most part, by the discipline strategies leadership team.

Other events occurred near the end of the school year which concerned the management team and affected implementation of the innovation during the second year of the project. In early March the on-site change facilitator (Jim) began saying he might leave the project; he resigned in May. In mid-July, the project director, who consulted with many members of the management team, announced that two part-time university professors had been selected to work as on-site change facilitators for the second year of the project in place of Jim who had worked full-time at the junior high school during the first year of the project. They would each spend two days a week at the school working with teachers on Reality Therapy, meeting with the principal to plan Wednesday faculty meetings, and meeting with teachers in their teams during planning meetings. Neither had had junior high school teaching experience or training in Reality Therapy.

Dissemination

Two orientation sessions for parents on the concepts of Reality Therapy were held in April 1977 during the second phase of the project. The principal, as well, continued to inform the board of education about the project's progress. At a board meeting in March, she reported that as of March 11, 1977, there had been only 40 suspensions/explusions in comparison with 57 suspensions/expulsions during the 1975-76 school year. Further, only 120 days of school had been lost as compared with 258 days during the preceeding school year. Because some expulsions are automatically required by board policy--for example, for possession of drugs, theft, or chronic truancy--the drop in the number of suspensions/expulsions was significant. At the end of the school year, a report on disciplinary actions at the junior high school was also presented to the board. By June 1977, 53 students had been suspended and eight expelled as compared with 90 suspensions and nine expulsions during the previous year.

During the summer between the first and second years of the project, the principal, assistant principal, project director, and on-site change facili-

tator, the university faculty member with primary responsibility for the discipline strategies component of the project, several other management team members, and two teachers attended the National Teacher Corps meeting in Washington, D. C. At that meeting, they made one presentation on reading and one on discipline strategies. The objectives of the discipline strategies component of the project they outlined were: (1) to define discipline through group consensus; (2) to use a problem-solving approach with students to help them take more responsibility for their own behavior; and (3) to establish a student-teacher-administrator communication structure organized around class meetings. This statement of objectives represented another subtle shift in the way the change facilitators and the principal described the innovation they were implementing, in that they never referred to the innovation as Reality Therapy.

Administrative Support and Modeling of the Use of Reality Therapy

The principal continued to support and promote teachers' use of Reality Therapy during the second phase of the project. School-wide class meetings were held on February 8, 1977. On February 9, student representatives met with the principal and assistant principal to develop a revised student gum and candy rule based on the suggestions that had come from class meetings the day before. Later that day in a meeting with the principal, faculty representatives agreed to go along with the new rule.

During this phase, the principal also conferred with teachers and team leaders about their problems with discipline, and, in some cases, worked directly with students who were chronically disruptive. The principal also used evaluation conferences with teachers to reinforce teachers' use of Reality Therapy. She added some of the skills involved in its use to the district's form for teacher evaluation. Finally, the principal encouraged team leaders to support Reality Therapy and to share their positive experiences in using it with other teachers. What probably happened less frequently during this phase of the project were informal interactions between some teachers and the principal. Some of the teachers complained that they felt cut off from the principal because of her involvement in the project and the time she had to devote to meetings.

The Student Planning Room continued to operate as an alternative to suspension/expulsion during the second phase of the project with state special education funding. A full-time staff member was hired and assigned to the room in January. Procedures for providing teachers with feedback on what happened to a student who was sent to SPR were improved, and the woman who staffed the room was able to do a much better job of following up with students from the SPR when they returned to class. Her consistent follow-up provided teachers with an important model.

However, by March it was known that declining student enrollments in the district would cause staff cuts at the junior high school. The woman who had been hired for the Student Planning Room in January had the shortest tenure and was one of the persons who was cut. A regular faculty member was assigned responsibility for the SPR for the next school year.

Although the assistant principal was not a part of either the management team or the discipline strategies leadership team, he became more involved in promoting use of Reality Therapy during the second phase of the project. Traditionally, the assistant principal had always worked with more of the students who were referred to the office for disciplinary reasons than did the principal. In the past, he had frequently paddled and suspended students. But, the new approach to discipline seemed to fit his style. He liked talking to students and hearing their side of the story. As the assistant principal became more comfortable with using Reality Therapy, he became more critical of the reasons teachers had for sending students to the office. On a number of occasions, he criticized how teachers handled problems in their classrooms, and he often ignored teachers' suggestions about disciplinary measures for students who were sent to the office. He expected teachers to talk with students before referring them to the office, and he expected them to use Reality Therapy. Because they felt criticized by the assistant principal, many teachers avoided sending students to the office, and they complained to the principal about "a lack of support in the office."

Evaluation

The on-site change facilitator's doctoral dissertation. On two occasions during this phase of the project, the on-site change facilitator (Jim) collected data from students for his doctoral dissertation. In January, and

again in April, a random sample of students from each team were asked to complete two or three self-concept and discipline-related attitudinal instruments. Teachers were also asked to complete a behavioral rating form about students who had participated in the study and an instrument asking for their attitudes toward three topics: Reality Therapy, school discipline, and innovative programs. Although the dissertation concluded that the project was having an impact on students, only a few of the people affiliated with this project read the dissertation. Consequently, it had little, if any, influence on subsequent planning or evaluation.

Indicators of use of the innovation. There are a number of indicators that point to teachers' ongoing use of Reality Therapy during this phase of the project. The statistics on the reduced number of suspensions, expulsions, and days lost that were cited earlier are one indicator. Teachers also reported they were using Reality Therapy:[15]

> In one team when a teacher sent a student to the team leader for disciplining, there was an automatic meeting between the team leader, teacher, and student after school the day after the incident occurred. During this meeting the eight steps of Reality Therapy were followed and students were asked to make a commitment/plan to change their behavior.
>
> In other classrooms, teachers had written commitments from students to show that they were using Reality Therapy.
>
> Some teachers pointed to the fact that students would have a chance to talk about what they had done before being punished as one indicator that Reality Therapy was being used in the school. They also said that there was a lot less paddling in the school this year than in previous years. This observation was confirmed by teachers who reported that there were more teacher-student conferences held this year than in previous years.
>
> One teacher reported that she wasn't shouting all the time this year because she was using Reality Therapy, and it was working!!
>
> One of the guidance counselors pointed to fewer personal confrontations between students and teachers as an indicator of use of Reality Therapy in the school. "Instead of a child being disciplined in front of a whole class," the counselor said, "a teacher would be more likely to talk to

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[15]These quotations are taken from interviews with teachers reported on in the ethnographic protocols.

the student in the hall or to arrange to meet the student later to find out what they had done and why they had done it."

One teacher said that teachers who paddled were not getting the attention or support they used to get from otner teachers in the past.

Another teacher said it was evident teachers were really attempting to use Reality Therapy when you looked at the backlog of incidents they have to supply the office when a student is sent to the board of education for an explusion hearing. "More often than not," this teacher said, "they can cite the exact dates of incidents and the actions they took--talking to the student, a parent conference, a written or oral plan, SPR . . . ."

The major actions and events that influenced teachers' use of Reality Therapy during the second phase of the project are summarized on the time line shown in Table 7. The quantitative data collected by the UTR&D Center for Teacher Education in April 1977, on concerns and levels of use, further indicates the extent to which teachers were using Reality Therapy on the school. These data are reported in the section that follows.

Stages of Concern Data for Phase 2

Stages of Concern Questionnaires were administered to teachers in April 1977. Figure 3 summarizes these data.

In April 1977, concerns at all seven stages are somewhat less intense than they were in January 1977; however, management concerns (SoC 3) are still relatively high. Stage 4, 5, and 6 concerns which are generally related to concerns about the impact of the innovation on students are slightly higher than they were in January, but still relatively low. LoU data confirm the fact that a significant number of teachers were making changes in their use of the innovation to increase impact on students.

Levels of Use Data for Phase 2

The third round of LoU interviews was conducted in mid-April 1977. The data from those interviews are shown in Table 8. These data indicate that some important changes occurred from January to April, 1977, in teachers' use of Reality Therapy. Perhaps the most impressive feature in the data is that 24 percent of the teachers were rated at Levels IVB, V, and VI. Individuals at these levels are doing more than using the innovation in a routine way:

Table 7

Major Strategies, Tactics, Events That Occurred During Phase 2 -- Reorienting Directions and Continued Training

Figure 3: Distribution of Teachers' Concerns About Use of Discipline Strategies Expressed in Percentiles, April 1977 (N = 42)

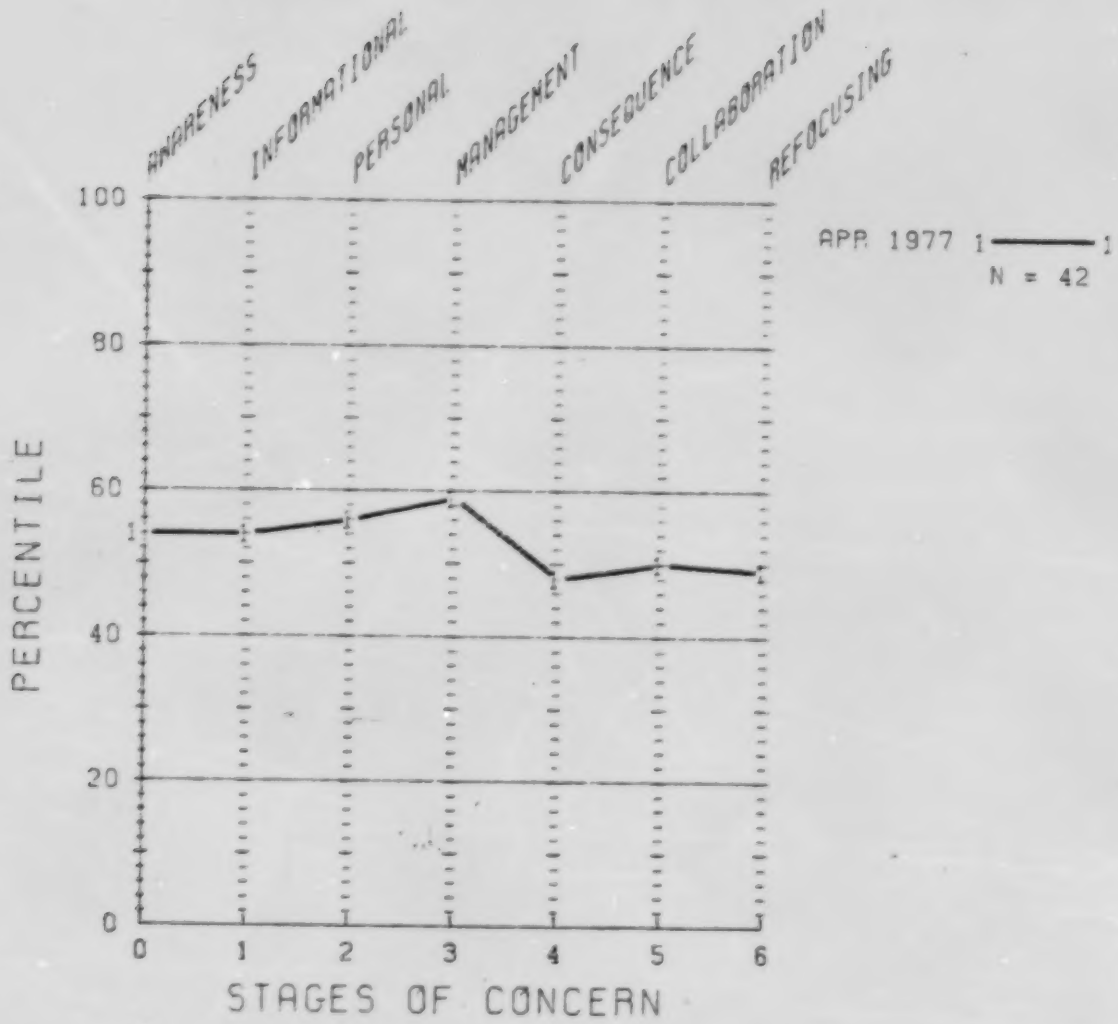

Table 8

Percent of Subjects at Each Level of Use, April 1977 (N = 42)

Level of Use	0	I	II	III	IVA	IVB	V	VI
Percentages	12	2	0	21	36	14	12	2

they are engaged in efforts to use it in ways that would increase the benefits to students. Most of these teachers had been at LoU IVA in January.

Presently, there is no way to establish, with certainty, cause and effect relationships between interventions and LoU, but some of the interventions that were reported in the ethnographic data may have influenced the upward movement in LoU. For example:

> A number of teachers who attended the Glasser workshops in Atlanta were surprised and impressed to learn they were doing better in their use of Reality Therapy than they had thought. This appeared to heighten their spirits and increase their motivation. These workshops also provided teachers with new ideas on how to use the innovation. Some of these teachers returned to the junior high school and used these ideas in collaborative activities with colleagues to increase the impact of the innovation on students (LoU V behavior).
>
> Secondly, the on-site change facilitator (Jim) focused more on individual students and ways of using Reality Therapy with these students in his meetings with teaching teams during this phase of the project. These ideas were reinforced in his discussions of individual teachers' tapes of student conferences.
>
> During this phase, there was also more emphasis on weekly team meetings than on weekly faculty meetings as a major strategy to help teachers use Reality Therapy (or their own version of it) with students. This switch in emphasis provided greater opportunity for collaborative efforts among small groups of teachers who regularly worked together.

Another aspect of the data that is worth pointing out is that there is also a noticeable drop in the number of teachers at LoU III--from 39 percent in January to 20 percent in April. More experience with the innovation may have reduced some of the difficulties teachers had experienced in just using the innovation--problems with time, record-keeping, and follow-up, etc. Some of the change facilitator's interventions may also have helped resolve some of the management problems teachers had encountered. As teachers worked in small groups on developing a school-wide philosophy of discipline, there was more opportunity for sharing problems (and successes) they had had in using the innovation with students. This sharing may have provided teachers with some answers to their management problems. It, at least, provided them with some collegial support. The on-site facilitator's work with individual teachers on their tapes of student conferences and with small groups of teachers on the development of interpersonal relationship skills may have also contributed to a decrease in the number of management problems teachers reported having with the innovation.

The most disturbing feature of the LoU data for April 1977 is the increasing number of teachers who are rated as nonusers.[16] As an innovation is being implemented, it would generally be expected that the number of nonusers would decrease, not increase. However, by April 1977, 33 percent of the total number of teachers at the junior high school were classified as nonusers. Joining the nonuser group (identified in January) were some teachers who were previously LoU III's (mechanical users). Apparently, these people did not find solutions to problems they had experienced in using the innovation with students. In their April LoU interviews, approximately one-half of the nonuser group said that they disliked Reality Therapy as an approach to discipline and that they did not wish to use it. They felt discipline was basically a matter of students obeying rules set out by teachers. The inter-

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[16]This is partially explained by the fact that the criterion for use/nonuse was more explicit at this measurement period than it had been earlier although, as the principal pointed out after reading an early draft of this case study, the person who set the criteria did not understand what was happening at the school. In other words, the school was moving away from implementing Glasser's model to deciding what their own philosophy of discipline was.

ventions that occurred during this phase seemed to have little or no positive influence on these nonusers. In fact, the prolonged effort of the faculty to develop their own "philosophy of discipline" was seen by some as a confirmation of their contention that Reality Therapy would not work in their school.

Analysis -- Phase 2

Interventions That Supported Teachers' Use of Reality Therapy

Teachers reported in LoU interviews and interviews with the ethnographer that a number of interventions by the on-site change facilitator and the principal during this phase of the project positively influenced their use of Reality Therapy. For the most part, teachers liked their weekly team meetings with the on-site change facilitator. It wasn't that the content of the sessions was that helpful; what was important was the support teachers felt from the facilitator and from each other. The meetings also gave teachers an opportunity to explore mutual strategies for working with a particular student. Teachers also reported that their individual meetings with the on-site change facilitator to discuss to the tapes they had made of class meetings and student conferences were helpful. Jim was particularly effective in one-on-one interactions. His suggestions made sense. Teachers could see that the tone and outcomes of a conference with a student would be different if they followed his advice. Finally, teachers reported that the meetings they held over the summer gave their teaching teams an opportunity to work out procedures for handling discipline problems in the halls and lunchroom--places where, according to teachers, there were a number of problems during the first year of the project because no one knew "who should be doing what" in those situations.

During this phase of the project, teachers and team leaders also became more involved in management-team and discipline-strategies-leadership-team decision-making. At the principal's initiative, one of the team leaders even took a visible role in chairing two of the faculty meetings late in this phase of the project when teachers were discussing school-wide implementation of the philosophy of discipline they had adopted.

Finally, during this phase, as teachers became more comfortable with the innovation and some of them began to modify the ways in which they used it,

teachers began to influence each other's use of Reality Therapy more and more. Some things the change facilitators stopped doing and some things teachers started doing encouraged this peer influence. In the first place, the change facilitators and the principal focused less on the teachers who were critical of the innovation in this phase of the project. Also, the principal began to use her individual conferences with teachers to influence teachers who were negative. At the same time, this small group of teachers got less attention in faculty meetings because of the process that was used to reach consensus on a philosophy of discipline. The process allowed teachers who were positive toward the innovation to speak out and see that others were also positive.

The focus of the on-site change facilitator's weekly meetings with teaching teams also changed during this phase of the project. There was less focus on skills related to discipline and more of an emphasis on interpersonal relationship skills. The communication skills helped teachers use Reality Therapy, but they did not force them to examine their beliefs about punishment and student responsibility as many of the activities during earlier meetings had. Consequently, the sessions were less threatening; more teachers participated; and a few teachers were not able to dominate discussions.

The principal also actively encouraged team leaders to share their positive experiences in using Reality Therapy with other teachers on their teams. Workshops with William Glasser, because they were held in another state, gave teachers lots of time to talk about the content of the workshops and discipline strategies in general in the car on the way to the workshop and back. When the teachers returned, other teachers were curious; and in many teams, the teachers who had attended a workshop reported on what they had learned. The sharing that occurred because one teacher saw how Reality Therapy could work with a particular kind of student in a particular situation influenced other teachers' use of the innovation. Finally, as a result of participating in these workshops and interacting with teachers from other schools, a number of teachers at the junior high school realized that their school was further along than they had believed in implementing a new approach to discipline.

Unsolved Problems

Not everything that occurred during the second phase of the project positively influenced use of the innovation in the school. Reaching consensus

about a philosophy of discipline was tedious. Many faculty members felt it was a waste of time because "the administration had already decided that the innovation would be used. The language of the final version of the philosophy, although it encompassed some of the concepts of Reality Therapy, probably led to further mutation of the original innovation. Also, because the statement was written by an outsider who had not participated in the faculty's discussions, it did not contain the exact phrases the negotiators had agreed to. Consequently, many faculty members did not see it as their statement of philosophy. At the time the philosophy was adopted, agreement for agreement's sake seemed to be more important than the resolution of differences. Later, because differences were not resolved, some teaching teams would never develop plans to implement the philosophy the faculty had adopted.

Finally, some of the problems that emerged in the first months remained unsolved during the second phase of the project. Some teachers still complained that they did not know how the office was handling discipline referrals. They perceived that the role of the office in supporting the use of Reality Therapy and the role of the office in supporting teachers who brought discipline problems to the office were often in conflict. To further complicate this very uneasy relationship between teachers and the office, a number of teachers voiced strong complaints during this phase of the project about the way the assistant principal seemed to side with students, criticize their approach to discipline, and ignore their suggestions for how problems should be handled. On the one hand, it might seem that the teachers' dislike of the assistant principal's style would force them to handle more of their own discipline problems, which would be a positive influence on use of Reality Therapy in the school. In reality, this situation meant that teachers felt unsupported. Because a few troublemakers, who would normally have been sent to the office, were still in class, these classes were chaotic. In addition, many teachers still felt that it took too much time to use Reality Therapy, and, so, their resentment toward the office's advocacy for the innovation grew instead of lessening during this phase of the project.

Given this situation, the principal and the change facilitators might well have looked at the UTR&D data from April and at the criticisms teachers were voicing and asked:

1. What can be done to reach the nonusers and help them become users?

2. What more can and should be done to assist teachers who remain at LoU III so that they, too, do not become nonusers?

3. How can teachers at LoU IVB, V, and VI be assisted and supported so they will continue their high level of use of the innovation?

4. Should something special be done to encourage the large group of teachers at LoU IVA to move them to higher use levels, where the focus is on the impact of the innovation on students?

5. How can the assistant principal be supported in his use of the innovation and encouraged to help teachers use Reality Therapy at their own Level of Use?

The section that follows describes the interventions that were actually employed by the change facilitators and the principal during Phase 3 of the project.

PHASE 3: CONSOLIDATION, LATE AUGUST 1977 - SPRING 1978

Major Strategies and Tactics

Several major strategies and tactics related to staffing, training, the management of the project, dissemination, evaluation, and administrative support for teachers' use of the innovation were initiated or continued during this phase of the project. They are described in the sections below.

Staffing

A number of staffing changes took place over the summer between the first and second years of the project. Two new on-site change facilitators were selected to replace the person who had held that position during the first year of the project. Both were faculty members in the psychology department of the university. Although neither of them had had junior high school teaching experience or training in Reality Therapy, one of them had taught the two summer courses in psychology and research methods for junior high school teachers over the summer which were very well received. Their contract speci-

fied that they would each spend two days a week at the junior high school attending discipline strategies leadership team meetings, working with individual teachers, conducting weekly team meetings and helping with faculty meetings.

In addition, there were several staffing changes at the school. A regular teacher was assigned to staff the Student Planning Room in place of the woman who had had to resign because of a cutback in staff. Other staffing changes included: one teacher's retirement, two teacher transfers to the high school, and several teacher transfers from one teaching team to another.

Training

The second pre-school workshop, August 18-19, 1977. At the second pre-school workshop which was held on August 18-19, 1977, the principal outlined four purposes: (1) to review the school-wide philosophy of discipline adopted the previous spring, (2) to review reports from teaching teams that had met over the summer to talk about how they were going to implement the philosophy of discipline in their teams, (3) to review the communication/class meeting structure that had been established the fall before, and (4) to talk about school rules in relation to discipline.

Specifically, teams were asked to critique each other's plans to see how the components of a philosophy of discipline were reflected in what they proposed to do. As the discussion took place, it became apparent that there were strong differences of opinion between the eighth and ninth grade teaching teams, particularly as to whether or not to involve students in making rules. The eighth grade teams were willing to involve students in setting rules; the ninth grade teams wanted to specify a set of rules (with predetermined consequences) before school began--an action that would have been inconsistent with the philosophy of discipline they had agreed to. By noon on the first day of the workshop, there was quite a bit of tension. Some teachers felt that there should be more discussion about the philosophy of discipline itself; others felt that the philosophy had been adopted the previous spring and that all that was up for discussion was what could be done to implement it this year.

A quick planning meeting, including members of the discipline strategies leadership team, the project director, and two research project staff members, was held at noon on the first day of the workshop. They decided to continue

with their plan of having teaching teams critique each other's plans to implement the philosophy of discipline despite the tension. Over lunch, the project director took the initiative to duplicate a form which the teams could use to critique each other's plans.

It was obvious from the way the day was going that it would have been helpful for the planning team to have clarified in advance of the workshop what each component of the philosophy meant in practice. With that kind of interpretation, they would have been able to help each team be more specific about what it was going to do and, if necessary, identify alternative plans. As it was, the faculty listened to each team's report and struggled with the realization that there was little agreement. None of the members of the planning team seemed to feel that they could evaluate a team's plan or help faculty members clarify their thinking about what it would mean to implement the adopted philosophy of discipline, and, so, consequently, the planning team took a very passive role during the afternoon meeting.

Because the principal was uneasy about beginning the school year with so much conflict, she met with the project director (Ed), the two new on-site change facilitators (Dan and Doug, who took a very low-key role), two staff members from the UTR&D Center, and the university faculty member with primary responsibility for the discipline strategies component of the project (Don), at the end of the first day of the two-day workshop, to talk about revising plans for the rest of the workshop. They agreed to set aside the philosophy of discipline for awhile and to come back to it during faculty meetings once school had started.

On the second day of the workshop, Don tried to clarify where the faculty stood in terms of adopting a new approach to discipline. At that time, the principal told the faculty that none of the teaching teams were to distribute sets of rules to students until she had seen them. The majority of the morning was spent reviewing school rules for consistency with the adopted philosophy of discipline. At noon on the second day of the workshop, teachers were released to work in their rooms while the principal and assistant principal oriented new teachers to the theory and concepts of Reality Therapy.

Three of five new teachers attended the afternoon session; one of the other two was at football practice, the other had another commitment. The principal and assistant principal presented a short overview of Reality Ther-

apy and explained why this approach to discipline had been chosen at the junior high school. Each teacher received a copy of Glasser's book and a short, typewritten summary of Glasser's model. The assistant principal emphasized the importance of reinforcement and follow-up with students, and he talked about the positive impact this approach to discipline can have on students. The principal brought up some typical reservations teachers express about the time it takes to follow all eight steps of the model. The new teachers asked very few questions themselves. Near the end of the two-hour session, the principal and assistant principal role-played an interaction between a student and a teacher using Reality Therapy, but the situation was not very typical. The new teachers then got a chance to practice using the approach with each other.

Weekly team meetings with the on-site change facilitators. The two new on-site change facilitators' held weekly meetings with all of the teaching teams. The first meetings were spent listening to teachers describe how they were working with certain students or observing student-teacher conferences. The requirements for the psychology course, offered by the on-site facilitators (Dan and Doug), were also explained. Each teacher was expected to attend planning period meetings, do some reading, write up three case studies, make three tapes of conferences with students, and discuss these with the on-site change facilitators.

For two weeks in October, the on-site change facilitators used an individual assessment form in their meetings with the teams. This form gave teachers feedback on their teaching and learning styles. In November and December team meetings, a book on manipulation was discussed, and Dan and Doug asked teachers about how they were implementing the school's philosophy of discipline. In one team, the on-site change facilitators worked on communication skills. In another team, they discussed issues related to "increasing student responsibility" and "punishment."

In meetings with teaching teams during January, February, and March (many of the meetings were cancelled because school was closed due to bad weather), the on-site change facilitators had staff members discuss "the characteristics of a good team." They also talked about ways to increase student responsibility using behavior modification techniques. In meetings in April and May, the on-site change facilitators met with teachers individually to review their

tapes of student conferences. In addition, teachers, by teams, reviewed the teachers' handbook to make sure it was consistent with the philosophy of discipline that had been written and adopted the previous spring.

The administrators' group. Near the end of October, a group of five junior high school administrators, which included the principal, the assistant principal, two guidance counselors, and the principal's administrative assistant, was formed to look at the role of administrators in relation to discipline and to assess how administrators and guidance counselors can support teachers' use of Reality Therapy. Between October and December 1977, this group met three times.

The use of inservice days in January. As in the previous year, the inservice days which had orginally been scheduled for February were rescheduled in January because of bad weather. Had the inservice days been held when they were orginally planned in February, a few teachers would have been released from attending because of a new university policy. According to this policy, teachers could accumulate inservice hours by attending mini-courses throughout the school year. These hours could then be substituted for attendance at a school district inservice program, giving teachers a day off. However, because the days were held a month earlier, none of the teachers had accumulated enough hours to take advantage of the new plan, and so all of the junior high school teachers attended the three inservice days. The change facilitators were relieved that the new policy was not in effect in January, because it allowed teachers to continue working as a group on tasks related to discipline strategies. However, a few teachers were angry that they had taken time to attend some inservice sessions and still had to attend the district inservice days.

Because both the administrators' group and the team leaders were working on defining the roles of team leaders, guidance counselors, and the office in relation to discipline problems, the January inservice days were devoted to faculty discussion of the team leaders' and administrators' groups recommendations. During the three inservice days, teachers worked in small groups on this task. They were also given time to complete two case studies to fulfill part of the requirements for the psychology course they were taking.

Glasser workshops. As in the previous year, several teachers attended workshops with William Glasser. An important side effect of these workshops

was the opportunity they provided teachers to share their ways of handling typical discipline problems.

Wednesday faculty meetings. None of the regular Wednesday faculty meetings during the second year of the project were devoted to discussion of discipline strategies or the school-wide philosophy of discipline. However, at one meeting, on November 2, 1977, the principal emphasized that she was committed to the implementation of this new approach to discipline and that as long as she was principal it would continue--certainly, "beyond the end of the Teacher Corps Project," she said.

Magic Circle-Interchange Workshops. During the second year of the project, the principal and one of the guidance counselors went to Boston to visit a school that was using Reality Therapy and to attend a Magic Circle-Interchange Workshop. These workshops focused on developing participants' skills in eliciting students' feelings on various topics. When the principal returned, she hoped to send several team leaders to an Interchange workshop. When the workshop was cancelled, she tried to bring in a Magic Circle-Interchange consultant to work with team leaders and interested teachers at the school. Unfortunately, her plan was thwarted by a state and university policy on the maximum amount consultants could be paid. The amount set by the policy was too low to cover the costs of the workshop, and despite the fact that there was plenty of money in the Teacher Corps budget to pay the consultants, the workshop could not be held.

The Management of the Project

The discipline strategies leadership team. Although the discipline strategies leadership team continued to meet during Phase 3, by the middle of the second year of the project, there were fewer weekly planning sessions. Thus, the principal was less familiar with what the on-site change facilitators were doing on a weekly basis with teachers. By this time in the project, the major strategies for training teachers in the use of Reality Therapy had been established. Although alternatives were occasionally explored, the discipline strategies leadership team became increasingly convinced that what was being done was what had to be done.

During the second year of the project, team leaders were asked to work with the principal and the on-site change facilitators in planning the disci-

pline strategies component of the Teacher Corps Project. Actually, the team leaders began to participate in discipline strategies leadership team meetings at the end of the second phase of the project, in May 1977, when they were involved in planning the last two faculty meetings.

In the fall, team leaders were asked to react to a proposal for what would happen at the school in relation to discipline during the second year of the project. They decided that all teachers would be required to attend weekly meetings with the on-site change facilitators and that work on the philosophy of discipline would be done on an individual teaching team basis, rather than in full faculty meetings. They were concerned that the on-site change facilitators tailor what they did in team meetings to the needs of individual teachers on that team, or to the team itself independent of what they were doing in other teams.

Throughout the fall, the team leaders met fairly regularly with the principal to talk about discipline. They managed to solve some discipline-related problems (for example, deciding what to do with students who were caught running in the halls). Some team leaders suggested that the new approach to discipline had been introduced too rapidly and that it was too drastic a change for some teachers. They felt that if some teachers could be made to believe that the administration would truly back them in matters of discipline, that these teachers would then approach discipline differently and feel freer to explore alternative methods.

On December 7, 1977, all of the team leaders participated in an all-day meeting specifically to examine the role of the team leader in relation to discipline.[17] They met again on February 10, 1978, to review what teachers, during discussions on the inservice days in January, had said should be their role and the role of the office in relation to discipline. The second all-day session was primarily devoted to discussion of the issue of "administrative support for teachers' methods for dealing with discipline problems." In addition, communication problems between teachers and the office were discussed and a set of forms for referring students to the office were developed.

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[17] Interestingly enough, the principal felt that because the superintendent joined the group for lunch that team members felt more committed to the tasks they were working on.

The team leaders agreed that the principal and assistant principal should have responsibility for providing teachers with constructive suggestions about alternative ways of handling discipline problems. Team leaders, the group agreed, should take a positive attitude towards discipline and, when necessary, act as mediators between students and teachers, teachers and parents, and teachers and administrators. Because of other obligations on the part of the change facilitators (Dan and Doug) and because of unanticipated interruptions in the spring schedule, feedback on what was agreed to in this all-day meeting was not given to faculty as a whole until nearly two months later. Consequently, the forms that had developed were not used until late in the school year and, then, only infrequently.

The management team. The management team continued to meet during the third phase of the project, every two weeks in the fall and about once every six weeks in the spring. Early in the year, members of the management team shared their plans for working with teachers during the year and they talked about dissemination. No additional planning for the future of the project beyond the end of the federal funding period was done after October 1977. The management team also spent time during the second year of the project coordinating course requirements of the reading component of the project on teachers with the demands of the discipline strategies component. Near the end of the second year of the project, two members of the management team planned and offered teachers a set of modules on mastery learning. Several members of the management team were also involved in doing a final evaluation report for the project in the spring; others were deeply involved in writing a new Teacher Corps proposal for another city.

Dissemination

During the second year of the project, the principal continued to provide the board of education with data on student suspensions and expulsions. From September 1977 until February 1978, 22 students were suspended, five were expelled, and 85 days were lost because of these suspensions and explusions. This record was much better than the previous year.

The principal, the on-site change facilitators, and the team leaders also continued to keep parents informed of the progress that was being made in implementing the new approach to discipline during this phase of the project.

Two six-hour workshops for parents were held in October and November 1977 at the school. Only a few parents attended these workshops. Finally, the principal and the on-site change facilitators made a number of presentations on the discipline strategies component of the project at regional professional meetings.

Evaluation

The Pupil Control Index. One of the members of the management team who was in charge of project evaluation (Harold) administered an instrument called the Pupil Control Index (PCI) (Willoever, Eidell & Hoy, 1967) to faculty members at the school three times during the second year of the project: in August 1977; October 1977; and April 1978. The instrument seeks to measure the ideology of teachers in regards to pupil control.[18]

When nonusers (N=8, as of April 1978) were compared to users (N=34), the two groups responded differently to several items on the PCI. Significant differences between users and nonusers were found on two items across all three measurement periods:

> Item 9: Too much pupil time is spent on guidance and activities and too little on academic preparation.
>
> Item 11: It is more important for pupils to learn to obey rules than that they make their own decisions.

Table 9 summarizes teacher responses to Item 9. In August 1977, 54% of the users disagreed or strongly disagreed with Item 9, while 37% of the nonusers agreed or strongly agreed with the statement. By October 1977, 56% of the users disagreed or strongly disagreed with the statement (up 2%), while the percentage of nonusers who agreed with the statement rose to 63% (up 26%). The percentage of users who disagreed stayed the same in April 1978 (56%), while by April 1978, 100% of the nonusers agreed or strongly agreed with the statement (up 44%). These data show that teachers may not have been using the new approach to discipline because it took too much time away from instruc-

[18] Teachers resented the PCI, according to the principal. They felt the way they answered it would indict them.

Table 9

Responses to Item 9, the PCI

	August 1977 (N = 43)	October 1977 (N = 40)	April 1978 (N = 36)
Users			
Percent who disagreed or strongly disagreed	54	56	55
Percent who agreed or strongly agreed	26	22	24
Undecided	20	22	21
Nonusers			
Percent who disagreed or strongly disagreed	13	25	0
Percent who agreed or strongly agreed	37	63	100
Undecided	50	12	0

tion. In fact, many teachers had complained about how much time it took to use Reality Therapy during the first year of the project. On the other hand, a majority of the teachers who were using the new approach with students apparently felt the time was well spent.

Table 10 summarizes teacher responses to Item 11. On Item 11, 70% of the teachers who were using Reality Therapy disagreed or strongly disagreed with the statement in August 1977. Seventy-five percent of the nonusers agreed or strongly agreed with the statement. By April 1978, almost half of the users disagreed with it (48%), while almost 72% of the nonusers agreed. The differences between users and nonusers in response to Item 11 is not surprising since one of the goals of Reality Therapy is to get students to take more responsibility for their own behavior, users would be expected to disagree

Table 10

Responses to Item 11, the PCI

	August 1977 (N = 42)	October 1977 (N = 39)	April 1978 (N = 36)
Users			
Percent who disagreed or strongly disagreed	70	58	48
Percent who agreed or strongly agreed	9	23	21
Undecided	21	19	31
Nonusers			
Percent who disagreed or strongly disagreed	0	25	14
Percent who agreed or strongly agreed	75	37	72
Undecided	25	38	14

with a statement that emphasizes the importance of students learning to obey rules.

A second analysis correlating responses to the PCI with new SoC (Stage of Concern) scores was also made. In August 1977 the total PCI score (a sum of the 20 responses for all users and nonusers) correlated .38 with SoC 0 and 3 scores; .22 with SoC 1 and 2 scores; -.13 with SoC 4 scores; -.19 with SoC 5 scores; and .22 with SoC 6 scores. In October 1977, the total PCI score correlated positively with SoC 0 (.25), SoC 1 (.34), SoC 2 (.27), SoC 3 (.34), SoC 4 (.08), and SoC 6 (.09), and negatively with SoC 5 (-.29). In April 1978, the PCI total score correlated positively with SoC 0 (.24), SoC 1 (.39), SoC 2 (.41), SoC 3 (.38), and SoC 6 (.10) scores and negatively with SoC 4 (-.11) and SoC 5 (-.28) scores. This pattern of positive and negative corre-

lations is very interesting. Stage 5 (Collaboration) scores were always negatively correlated with the PCI and Stage 4 (Consequence) scores on two of the three occasions. Stages 0, 1, 2, 3, and 6 were always positively correlated with the PCI. This is very much in keeping with the idea that persons with an authoritarian stance toward discipline would not want to discuss discipline strategies in a positive manner with others in order to increase their effectiveness in using the approach with students. These same individuals would also be expected to have high informational, personal, and management concerns especially if the principal were a strong advocate of the innovation. They felt they had little choice as to whether or not to use the innovation, yet they didn't feel they had sufficient information or skills to use it efficiently.

Although these data were collected throughout the second year of the project, they were never analyzed until the fall of 1978. Therefore, the discipline strategies leadership team never used any of the information in their planning.

Data collection by the research project. Stages of Concern and Levels of Use data were collected twice during the second year of the project, in October 1977 and in April 1978. These data are reported in a later section of this case study. In addition to this data collection, one of the members of the UTR&D Center staff also visited the junior high school midway through this phase of the project to interview faculty members and Teacher Corps staff members about their reactions to the ethnographic data collection that had occurred during the entire implementation effort. Those data were collected for a separate study of ethnographic research methods (Hord, 1978).

Administrative Support and Modeling of the Use of Reality Therapy

The principal's speech to the faculty during a faculty meeting in November was one of the most visible actions the principal took during this stage of the implementation effort to emphasize her support and commitment to the innovation. In essence, she told faculty members to support the innovation or leave. Throughout this phase of the project, the principal continued to use "teachers' use of Reality Therapy" as a criterion for teacher evaluation. The principal also met with students by homeroom early in this phase of the project to orient them to the new approach to discipline.

The Student Planning Room continued to function throughout the second year of the project as an alternative to suspension/expulsion, although the person who staffed the room spent several weeks in the hospital during the middle of the second year of the project. During this time, substitute teachers with little, if any, understanding of Reality Therapy or of the function of the room were hired to staff it. Consequently, fewer students who were sent to the office for disciplinary reasons were placed in the room. Many were simply sent back to class after talking to the principal or assistant principal, much to the frustration of many faculty members.

In the first year of the project, the principal had frequently scheduled school-wide class meetings as a way of encouraging teachers' use of Glasser's approach to discipline. These meetings were also held during the second year of the project (in September, October, and November). No school-wide class meetings were held after December 1977.

The principal's visible advocacy and involvement in the implementation of the innovation was probably somewhat reduced during this phase of the project because of some personal problems. At times, she was preoccupied and withdrawn. She had less contact with faculty members in and out of school than in previous years. Consequently, the principal had less information and because most of the Teacher Corps staff members had little contact with junior high school faculty members outside of school, it was more difficult for the change facilitators (Ted, Jim, Doug, Dan, and Don) to find out how various interventions and activities were being received. And, because the principal had insisted on taking a strong leadership role in the beginning of the project, it may have been difficult for anyone else to take initiative and provide leadership at this time when the principal's energy was low.

The major actions and events that influenced teachers' use of the new approach to discipline during the third phase of the project are summarized on a time line for this period in Table 11.

Stages of Concern Data for Phase 3

Had the on-site facilitators or the principal talked to the faculty very much after November 1977, they would have encountered a strong"wait-and-see" attitude from a number of them. Teachers who were using the new approach to discipline were confused--they expected more leadership and support from the

Table 11

Major Strategies, Tactics, Events That Occurred During Phase 3 -- Consolidation

August, 1977	September	October	November	December	January, 1978	February	March	April	May
Training Activities									
Preschool workshop, Aug. 18-19, 1977, (sharing of teams' plans for implementing school-wide philosophy of discipline									
New teacher orientation to Reality Therapy Aug. 19, 1977									
On-site change facilitators' meetings with teaching teams →									
	An administrators' group on discipline strategies formed and meets 3 times								
					Jan. inservice workshop on the role of the team leader, guidance counselor and office in relation to discipline				
					Principal and guidance counselor attend Magic Circle-interchange workshop in Boston				
Project Management Activities									
Discipline strategies leadership team meetings →									
Team leaders' meetings →				All day team leaders' meeting, 12/7/77					
Management team meetings →									
Dissemination Activities									
	Parent workshops on discipline strategies (Oct. - Nov.) →								
	Principal's reports to Board of Education								
Evaluation Activities									
SoC/LoU data collection/ PCI		SoC/LoU data collection/ PCI						SoC/LoU data collection/ PCI	
Administrative Support Activities									
	Administrative support and modeling of use →								
	Student planning room in operation →								

principal than they felt they were getting during this phase of the project. Knowing that the project would end in June, nonusers felt they could outlast the Teacher Corps Project and the innovation if they did not "rock the boat." So, the question may then be asked, "How many teachers were actually using Reality Therapy in October 1977 and in April 1978, near the end of the project, and what were their concerns?" These data are reported in the sections that follow.

Stages of Concern Questionnaires were administered to teachers at the pre-school workshop in August 1977, in October 1977, and in April 1978. Figure 4 presents the SoC data for August; Figure 5 shows the SoC data for October; and Figure 6 summarizes the data from April.

In August 1977, as teachers started the new school year, management concerns were high. They were lower in October of that year; lower still in April of 1978. In August, concerns about collaboration were also relatively high. In part, this is explained by the team meetings that were held over the summer to develop plans for implementing the new philosophy of discipline. Finally, in all three of these measurement periods, Stage 0 (Awareness) and Stage 6 (Refocusing) concerns were relatively high, indicating that teachers were seriously considering major changes or alternatives to the Reality Therapy-based approach to discipline being used.

Levels of Use Data for Phase 3

LoU interviews were conducted at the junior high school in mid-October 1977 and again in April 1978, during the second year of the study. The results of those interviews are shown in Tables 12 and 13.

A comparison of these data with those from April 1977 reveals some consistencies and some changes. Virtually the same percentages of teachers were at Levels IVA, IVB, and VI. The percentages at Levels IVB or higher show a significant number of teachers who were making changes in their use of the innovation to increase its impact on students. (Note that the percentage of teachers at LoU V-Integration rose from 12% to 20% between April and October 1977.)

A major shift in the data between April 1977 and October 1977 is in the percentage of teachers at Levels 0, I, and III. Twenty-four percent of the teachers were rated as nonusers in October 1977, as compared with 19% in April

Figure 4: Distribution of Teachers' Concerns About Use of Discipline Strategies, Expressed in Percentiles, August 1977 (N = 40)

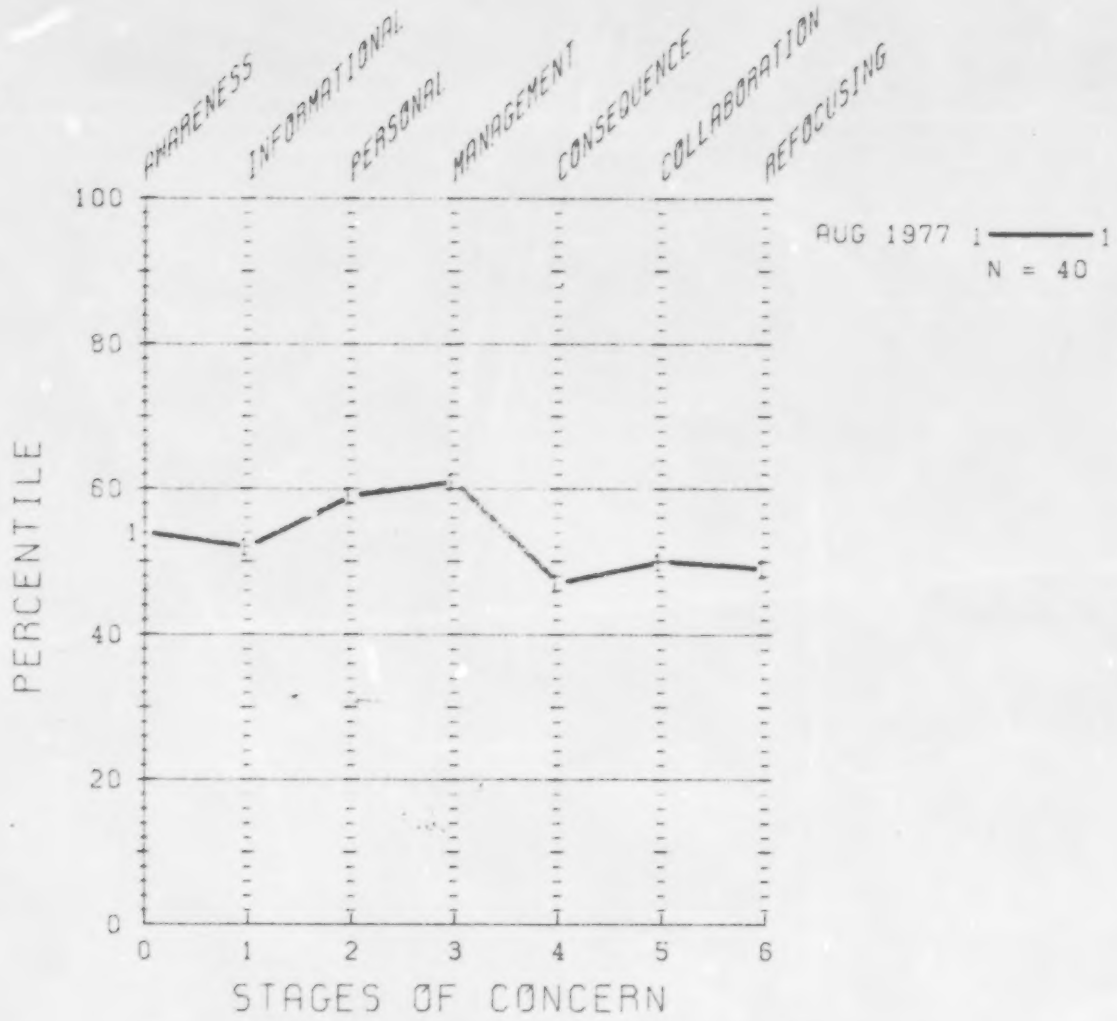

Figure 5: Distribution of Teachers' Concerns About Use of Discipline Strategies, Expressed in Percentiles, October 1977 (N = 40)

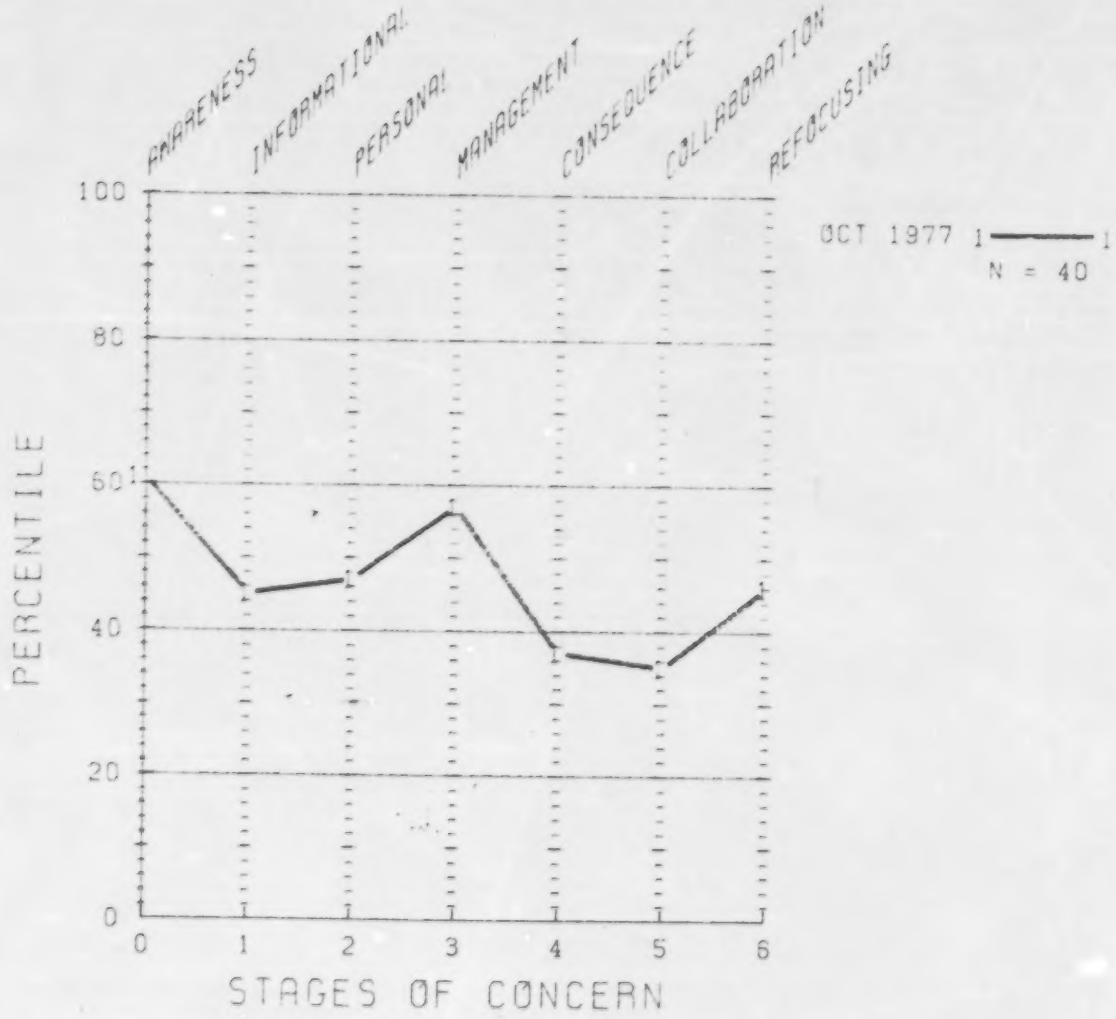

Figure 6: Distribution of Teachers' Concerns About Use of Discipline Strategies, Expressed in Percentiles, April 1978 (N = 41)

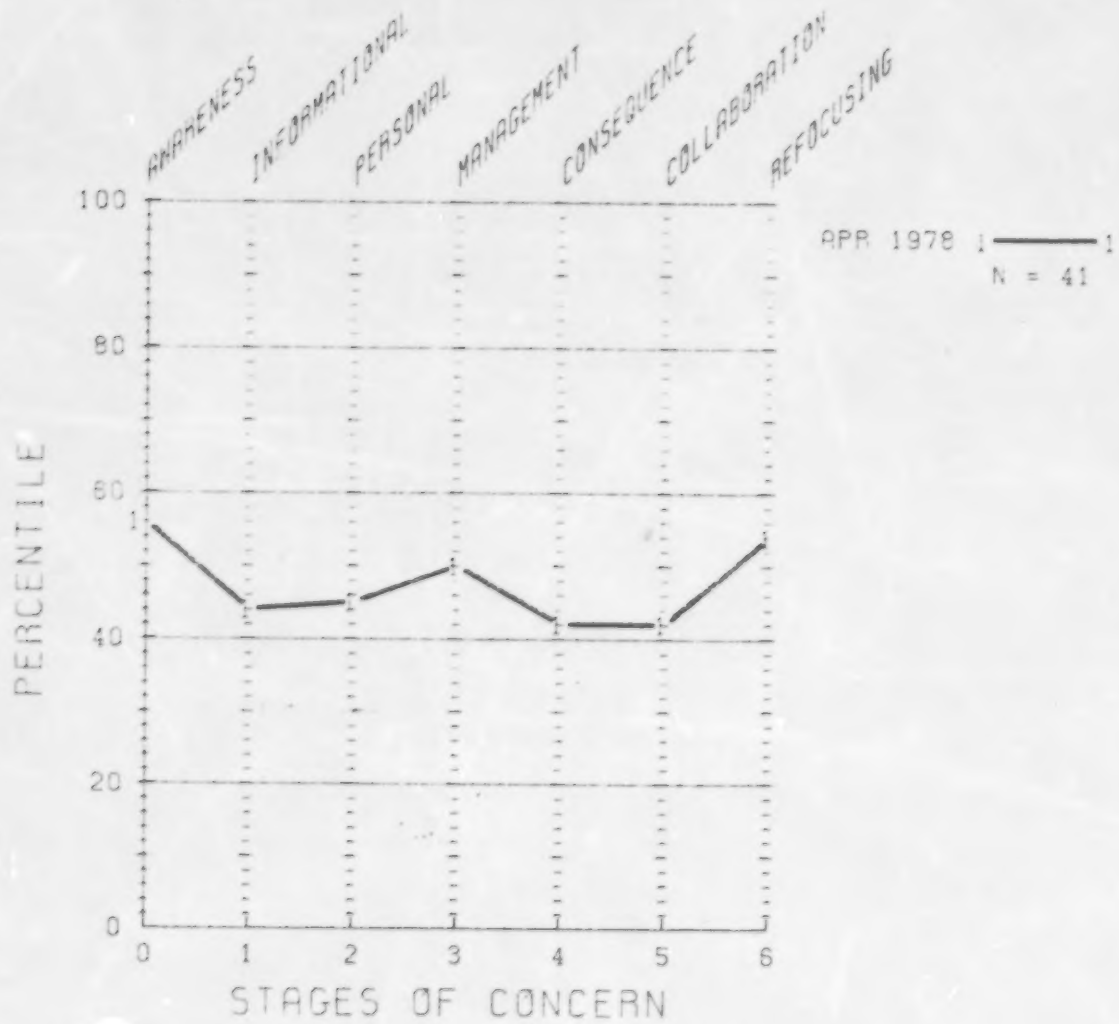

Table 12

Percent of Subjects at Each Level of Use, October 1977 (N = 41)

Level of Use	0	I	II	III	IVA	IVB	V	VI
Percentages	17	7	0	7	39	10	20	0

Table 13

Percent of Subjects at Each Level of Use, April 1978 (N = 42)

Level of Use	0	I	II	III	IVA	IVB	V	VI
Percentages	19	0	0	7	57	2	14	0

1977. This nonuser group was swelled in part by subjects who had been at LoU III in April and, in part, by some IVA's who had previously been using the innovation at a very minimal level. Some of the new faculty members were also rated as nonusers. The other major shift in the data from April to October, 1977, was at LoU III where the percentage dropped from 21% to 7%.

Information gained during the October interviews did not provide a clear explanation of why there was an increase in nonusers from April to October. The fact that two-day faculty workshops in August did not really deal with

specific issues regarding discipline strategies was possibly taken as a signal by some that "administrative pressure to use Reality Therapy" was off. Other things that happened, or did not happen, during September and early October tended to confirm this belief for those who held that opinion. For example, there were no longer discussions about discipline at Wednesday faculty meetings. During weekly team meetings, the new on-site facilitators did a lot of listening to teachers and tended to avoid giving any guidance or specific suggestions related to use of the innovation. Finally, various efforts to review school rules and to identify the roles of the office or of team leaders in relation to discipline shifted the focus of the implementation effort away from the individual teacher and his/her use of discipline strategies to concern with broader school-wide issues.

On the other hand, some of the teachers who had met and planned over the summer were excited about the new ways they were finding to use the innovation to benefit students. These teachers (the IVB's and V's) seemed to have developed their own internal motivation and incentives for using the innovation. In one team, the summer meetings helped faculty members coordinate their use of the innovation and reduce record-keeping problems. Management concerns, in fact, dropped from the 61st percentile to the 33rd percentile between April 1977 and August 1977. Across all the teams with teachers at LoU IVB or V, SoC scores were fairly low, indicating that these teachers felt good about their use of the innovation. Many teachers on these teams finally felt that they could approach discipline in a way that was congruent with the beliefs. The constant attention to discipline strategies in weekly team meetings, ongoing discussion of other aspects of discipline strategies within the school (e.g., the role of the office and team leaders in relation to discipline), strong personal relationships among teachers, and regular communication provided a supportive environment for these teachers' continued use of the innovation.

The descriptive reports of what occurred in team meetings during Phase 3 indicate that after mid-October a number of actions were taken that tended to rechannel the implementation effort away from what it had been during the first and second phases of the project (e.g., the discussions of particular discipline problems and the development of teachers' interpersonal communication skills and skills in use of the innovation). Instead, the on-site facilitators (Dan and Doug) began discussing ways of increasing student responsi-

bility--an aspect of Reality Therapy that was not directly addressed during the first year of the project. Teachers were also asked to read a book on manipulation which was discussed in weekly team meetings. In many teams the discussions led to debates on punishment versus natural consequences--an issue that had been raised the previous year but, again, never really addressed in much depth. This change of focus away from an emphasis on teachers' skills in using the specific innovation of Reality Therapy is sharply reflected in the data from the next round of LoU interviews (which is reported in Table 13, page 64).

By April 1978, almost two years after the innovation was introduced into the junior high school, 81% of the faculty were using it; 19% were not. The percentage of nonusers had dropped appreciably from the higher percentage of nonusers in October 1977. Apparently, many of the interventions that occurred between October and April did influence some of the nonusers. The team leaders' involvement in the discipline strategies leadership team, the work that was done on clarifying the roles of the office and team leaders in relation to discipline, the development of new disciplinary referral forms, and the on-site change facilitators' work with individual teachers may have encouraged faculty members who had once been nonusers to try to use the new approach to discipline again.

The percentage of subjects at LoU III-Mechanical (7%) remained low from October 1977 to April 1978. The problems these teachers were having two years after the project began were much like the ones they experienced when the innovation was first introduced: too much time was required to use the innovation; it was not working with "problem students;" and teachers were not sure if the principal and assistant principal would support them when disciplinary problems were referred to the office. This profile (several teachers at LoU III with relatively high management concerns) reinforces the fact that the innovation is complex and that a Reality-Therapy-based approach to discipline is a difficult innovation to manage. Even when teachers focused on the impact of the innovation on students, they were never completely comfortable with their management of the innovation.

There was a noticeable drop in the percentage of subjects at Levels IVB (Refinement), V (Integration), and VI (Renewal) (from 30% to 16%), and an increase in the percentage of subjects at Level IVA (from 39% to 57%). These

figures are not surprising. PAEI studies of a number of other innovations in schools and colleges have found that approximately 50% of all subjects will be at IVA after an innovation has been in use for two or more years (Hall & Loucks, 1977). For a subject to remain at Levels IVB or V, he/she must continue to make changes in his/her use of the innovation to benefit students. More often, once teachers have made a few changes in how they use the innovation, they tend to return to a routine use (IVA) until they decide to make other changes. For this reason the number of subjects at LoU IVB (Refinement) or LoU V (Integration) at any point in time in most implementation efforts is usually much smaller than those at Levels IVA (Routine use).

Although the pattern of LoU's found in this study after two years is somewhat typical, it is not necessarily ideal. Ideally, in any implementation effort all participants would ultimately be using the innovation routinely (LoU IVA) or at a higher level. In this study, as in the many other studies of implementation conducted by the PAEI Program, this ideal has not been fully realized. Some of the reasons for this are explored in the section that follows.

ANALYSIS

The Two Years in Review

As is the case in most implementation efforts, many of the interventions in this study were directed at groups, at the faculty as a whole and at the teaching teams. Unlike many implementation efforts, however, there were many efforts in this project to intervene on individuals, although this was much more true in the first year of the project than in the second. For example, during the first year, there were many more individual conferences between teachers and the principal, and between teachers and the change facilitator. The change facilitator devoted time to individual teachers when he reviewed tapes of their conferences with students. He also conducted demonstrations of class meetings during the first year of the project in response to individual teachers' requests. Finally, the process used by the total faculty to arrive at decisions regarding the school's philosophy of discipline allowed each

teacher to express his/her concerns about the new approach to discipline that the school was implementing. Even the process used for choosing teachers to attend Glasser workshops attended to the needs of individuals.

During the second year of the project, the focus of the implementation effort was directed at teaching teams and at the school as a whole more than it was at individuals. Certainly individuals were not ignored, but their specific needs in relation to use of Reality Therapy were not attended to as much as they had been in the first year. To a great extent this was due to a shift of emphasis from implementation of the specific innovation of Reality Therapy as described by Glasser, to a focus on the development and implementation of a teacher-determined philosophy of discipline for the school. There also seemed to be some "winding down" of effort as it became known that the Teacher Corps Project would not continue at the junior high school after the initial two years.

By focusing in on the on-site facilitators' work with teachers at the school, the next section of this analysis looks at the differences in the two years and their impact on teachers' attitudes toward and use of the innovation in more depth. That section is followed by some observations about the lack of continuity and follow-through which characterized the second year of the project and by a section exploring the effects of various university policies on the implementation effort.

The On-Site Change Facilitators

The amount of on-site support provided teachers who were being asked to change their approach to discipline in this project is clearly a strength of this implementation effort. It is interesting that the on-site change facilitator in the first year of the project and the two on-site change facilitators during the second year had such different strengths and styles. The differences in their styles clearly had an impact on teachers' attitudes toward and use of the innovation.

The goal of the on-site change facilitator (Jim) in the first year of the project was to help individual teachers use Reality Therapy. Because he had personally used it himself with junior high school delinquents, he felt comfortable demonstrating the approach, conferring with teachers on their discipline problems and working directly with students that teachers referred to

him. His strengths as a change facilitator came out in one-to-one interactions with teachers and in counseling-type situations with both teachers and students. On the other hand, his appearance, informality, and slow speech irritated many faculty members in large group meetings. Some faculty members also objected to his life style, which violated many of the norms of the community. In small group meetings, he often took a laissez-faire posture and let the group go where it wanted. He rarely had notes about what he expected teachers to get out of a planning meeting or a training session. He was comfortable focusing in on one small part of a whole activity he had scheduled for a session, even if it meant that the rest of the activity was never completed.

In contrast to the on-site change facilitator in the first year, the on-site facilitators in the second year (Dan and Doug) did not have extensive knowledge of Reality Therapy, nor did they have public school teaching experience. Like Jim, they were fairly comfortable letting faculty members do most of the talking during weekly planning period meetings. Often, they asked teachers to describe a particular problem student. Because they were not at the school everyday and because they did not observe in classrooms or ask teachers to keep anecdotal records on students, they had to rely on the teachers' perceptions of who and what caused the problems they were describing. After a teacher had described a student's behavior or a particular incident and then the action that had been taken in response, the two facilitators often asked, "What else could you have done?" Rarely did they offer advice or make a recommendation. The question itself, in the minds of many teachers, implied that they should have done something other than what they did, that what they did was wrong. Because the two facilitators during the second year of the project did not work full-time at the school they often were not available for follow-up. For example, although they asked teachers to write case studies of two students, they never gave the teachers any feedback on that assignment. Although they knew that the team leaders and principal had worked out some new discipline referral procedures during one all-day meeting, they did not know whether the forms were being used and, therefore, they did not intervene to encourage use of these new procedures or attempt to work out problems the office and faculty members encountered in using them.

One thing that is clear is that the change facilitators in both years of the project were allowed to develop their own ways of working with teachers. Their specific roles, or what they were to accomplish with teachers in weekly team meetings or individual consultations, were never clearly spelled out. Meanwhile, the university faculty member with primary responsibility for the discipline strategies component of the project (Don) was committed to working on a number of other projects, which cut down on the time and attention he could give to the project at the junior high school. This was even more true during the second year of the project.

These circumstances definitely had an effect on the amount of planning that was done and on the quality of the inservice training that was provided to teachers during the second year of the project. For example, there was only a minimum amount of planning done prior to the second pre-school workshop. No teachers were involved in the planning although the plans were designed to build on what had occurred in summer team meetings, which only teachers attended. The two new on-site change facilitators were also not involved in planning. Because planning for this workshop was done at the last minute, the university faculty member with primary responsibility for the discipline strategies component of the project (Don) and the principal only had a general idea of what would happen at the workshop when it began, e.g., teaching teams would critique each other's plans for implementing the adopted philosophy of discipline. They had not anticipated the need to design specifically <u>how</u> this would happen, despite the fact that they could anticipate that there would be huge differences in those plans.

The planning that was done for the pre-school workshop was characteristic of the planning that was done in relation to discipline strategies during the entire second year of the project. It seemed as if interventions were only planned at a strategy level: the on-site change facilitators would meet weekly with teaching teams during their planning periods; teachers would attend Glasser workshops; new faculty members would be oriented to the new approach to discipline in the school. Most of these strategies were carried over from the first year of the project. Their effectiveness in helping teachers change their attitudes toward or acquisition of skills in use of the innovation was not questioned. However, in some cases, other strategies may have been more appropriate. For example, more than half of the teachers in the school were

special teachers in art, music, practical arts, etc. These teachers did not need to coordinate their use of the innovation with one another (although they did need to work with all of the teaching teams). Nor did they have experience or skills in working together as a group. Despite the fact that the on-site change facilitator during the first year of the project (Jim) never felt very good about his meetings with groups of these special teachers, the strategy of working with these teachers in groups was never questioned. Perhaps ten minutes with each teacher on an individual basis might have been more effective than fifty minutes once a week with a whole group who happened to share a common planning period. Secondly, because planning was usually done at the last minute, there was little thought given to how the strategies adopted for the second year of the project would be accomplished. What would the change facilitators do on a week-by-week basis in team meetings? How could they build on teachers' participation in workshops with William Glasser to further use of the innovation in the school? What could be done to orient and train new teachers in use of the innovation?

Of course it is always easier in retrospect to say what could or should have been done; still, the UTR&D data (related to teachers' concerns and use of the innovation) might have given the change facilitators and the principal some clues to appropriate interventions if the data had been used in planning. For example, strong differences were apparent between the three eighth-grade teaching teams' plans for implementing the philosophy of discipline and the three ninth-grade teams' plans when they were discussed at the pre-school workshop. Eighth-grade teams were generally willing to involve students in setting class rules; whereas the ninth-grade teachers generally felt that students should follow rules set by teachers. Stages of Concern Questionnaire data and Levels of Use interview data a month after the pre-school workshop confirm these differences in attitudes and actual use of the innovation (see Tables 14 and 15). There were more eighth-grade teachers at LoU IVA and V and more ninth-grade teachers who were nonusers. When SoC scores for these two groups were compared, the eighth-grade teachers tended to be higher on Stage 4 (Consequence) and Stage 5 (Collaboration) concerns, while ninth-grade teachers were generally higher on Stage 0 (Awareness), Stage 3 (Management), and Stage 6 (Refocusing) concerns. These data indicate that eighth- and ninth-grade teachers needed different kinds of support, consultation, and assistance in

Table 14

Number of Eighth-Grade Teachers at Each Level of Use, October 1977 (N = 10)

Level of Use	0	I	II	III	IVA	IVB	V	VI
Number of Teachers				1	5		4	

Table 15

Number of Ninth-Grade Teachers at Each Level of Use, October 1977 (N = 8)

Level of Use	0	I	II	III	IVA	IVB	V	VI
Number of Teachers	2				3	1	2	

the early part of the second year of the project. The etnographic data from these same months show that two of the eighth-grade teams were working at refining their use of the innovation--developing procedures for students to make commitments to all of the teachers on the team, not just to the one teacher on the team who had asked the student to write a commitment; thinking about strategies to reinforce students who followed-through on their commitments; and devising plans for how to handle student-parent-teacher conferences. These teams might have required special sorts of interventions that acknowledged their attempts to collaborate and refine their use of the innovation. The other eighth-grade team had only two new teachers on it who had worked at

the junior high school during the first year of the project. The team leader, in this case an LoU V user, probably needed special assistance in training the two new teachers on her team in use of the innovation.

Finally, there were also a number of high SoC 0 (Awareness) and SoC 6 (Refocusing) people in both the eighth and ninth grades, faculty members who were not using the innovation or were using it at a very minimal routine Level of Use. These are people who are looking for a way out. What the on-site change facilitators did in team meetings--deemphasizing Reality Therapy and looking at alternative approaches like behavior modification--was probably very appropriate for these faculty members. Apparently, once the pressure to use Reality Therapy was off, many of these faculty members who had at one time been classified as users again began using it, as the data in Table 13 show (page 68).

Problems with a Lack of Continuity and Follow-Through in Phase 3

The lack of continuity in staffing was one of the problems the project faced during Phase 3. There were several staff cuts and changes at the school because of declining student enrollments at the beginning of the project's second year. Notably the staff member in the Student Planning Room was replaced. Furthermore, the on-site change facilitator left at the end of the first year and was replaced by two new university faculty members assigned part-time to the junior high school.

Because these new people were not familiar with what had happened at the school during the first year of the project, many of the change strategies initiated in the first year were not evaluated and revised or, if continued, effectively carried through in the second year. Furthermore, much of the data about the faculty's values, attitudes toward, and use of the innovation were not used in planning. It has already been mentioned that the change facilitators and the principal did not take as much advantage of the UTR&D data as they might have. The first change facilitator's dissertation on the impact of this new approach to discipline on students' behavior and self-concept was also not used in planning. Neither were the Pupil Control Index (PCI) data.

Work on the philosophy of discipline was initially postponed during the spring of the first year of the project because of the university faculty member who had primary responsibility for the discipline strategies component of

the project (Don), was working on other projects. After the second pre-school workshop, work on the philosophy of discipline was postponed because of conflict among faculty members which the principal wanted to avoid increasing. The principal and on-site change facilitators decided it was better to talk about plans for implementing the adopted philosophy of discipline in the on-site change facilitators' meetings with teaching teams than it was to discuss discipline in general faculty meetings. However, this never took place because whenever the facilitators brought the topic up, teachers complained, and there was never any attempt to work through all the negative feelings. As a result of these decisions, the on-site change facilitators and the principal never got back to the plans teaching teams had made over the summer to implement the adopted philosophy of discipline.

As work on the philosophy of discipline was postponed, weekly faculty meetings on discipline strategies were also cancelled. Subsequently, planning meetings of the discipline strategies leadership team were postponed or cancelled because the principal and other members of the discipline strategies leadership team were overcommitted.

There were other indicators to suggest that a lack of continuity and follow-through characterized the second year of the project. New teachers did not get any formal training in Reality Therapy beyond the pre-school orientation session they attended. The administrators' group which was formed to help administrators look at the role of the office in relation to discipline met three times and then never met again, despite the on-site change facilitators' belief it was important. Class meetings were not held after December 1977, even though students complained to their teachers.

In February 1977, at an all-day meeting, team leaders made a set of recommendations on the roles of the office and team leaders in handling discipline problems. Nothing was done with these suggestions for a year. No attempt was made to respond to teachers' complaints about a lack of feedback on discipline referrals until the last few months of the project, although these complaints were voiced as early as October 1976. Once a form was developed, it took two months for the team leaders to report back to the rest of the faculty on what they had done. A month later, almost nobody knew if the form was being used or not.

In January 1978, during the second year of the project, teachers were asked to write case studies on two students who were discipline problems. They were given time during one of the January inservice days to work on the task. The on-site change facilitators did not get back to teachers on these case studies for months, if at all. The same thing happened with the three tapes teachers were required to make of a class meeting and conferences with two students. Most of the meetings between teachers and the on-site change facilitators to critique these tapes took place in the last three weeks of school, at a point at which they were minimally helpful. Finally, no planning for the continuation of the project beyond the end of the two-year federal funding period took place during the third phase of the project.

None of the actions mentioned above necessarily had to be carried out for successful implementation to occur. But, taken together, they indicate a pattern that was detrimental to this change effort. This lack of follow-up, or inconsistent follow-up, as much as anything, contributed to the faculty's attitude during the second year of the project that they could "outlast the innovation." The observations themselves raise important questions for change facilitators about how and when they do follow-up.

The Effects of University Policy on the Change Effort

In at least two cases during this phase of the project, university policies that were reasonable in their own right intervened on the implementation effort at the junior high school. The university policy on mini-courses which allowed teachers to accumulate inservice hours that they could then use in place of attending a district- or school-sponsored inservice workshop was probably designed to attract teachers to university courses and to make the university more responsive to the inservice needs of teachers. Had the district inservice days been held in February, as originally scheduled, a few teachers would have taken advantage of this new option. Four had already accumulated several credit hours. However, their absence from the winter inservice workshops might have had disastrous effects on the project's need to have all of the faculty involved in activities related to the implementation of the innovation at the school. As it was, because the workshops were held in January instead of February, none of the teachers had accumulated enough hours to be able to skip the district inservice sessions and, therefore, the only

effect the new policy had on the implementation effort was on some teachers' feelings and morale.

Finally, the state and the university policy on the maximum amount that can be spent to hire outside consultants interfered with the principal's plan to bring in Magic Circle-Interchange consultants to work with teachers at the school. Again, the policy itself is probably reasonable, but it had a negative effect on the project. These two examples are cited to help make change facilitators more aware of how difficult it is to manage the relationship of two separate organizations, each with their own set of policies and practices, in a collaborative effort.

SUMMARY AND CONCLUSIONS

This paper has presented a case study of one component of a two-year Teacher Corps Project involving the collaborative efforts of a regional state university with a local junior high school. The events of the two-year implementation effort have been described using both qualitative and quantitative data. Both types of data are based on concepts integral to the Concerns-Based Adoption Model (CBAM) developed by the Research and Development Center for Teacher Education at the University of Texas at Austin.

It was not the purpose of this research to judge the success or failure of the implementation effort, but only to study and document it and to try to analyze how interventions were planned and executed. For those who find it difficult to refrain from making evaluative judgments, it should be pointed out that Reality Therapy is a complex innovation to use. It involves the personal values of the people who are being changed in a way that few innovations do. The complex nature of the innovation is reflected not only in the number of nonusers (19%), but also in the number of teachers at LoU III (7%) who were still having trouble managing the innovation at the end of the project.

However, the quantitative data on Stages of Concern and Levels of Use, as well as the ethnographic data in this case, can be instructive to change facilitators in similar situations. The next four sections of this case study summarize some of the key learnings from this research about: (1) the need to individualize interventions in the change process; (2) the need to establish

criteria for what constitutes acceptable patterns of use of the innovation; (3) the role of the organizational leader in the change process; and (4) the merits of various decision-making models in a collaborative project such as this.

The Need to Individualize Interventions

In the first place, we know that change is a process and that different interventions are required at different points in the change process if successful implementation is to occur. We know that Stages of Concern and Levels of Use data can be used diagnostically to assess individual and group needs at various points in the change process and, thereby, serve as a basis for developing appropriate interventions to meet those needs. Because people at different Levels of Use face different problems, it is logical that they need different kinds of assistance, support, and training to improve their use of the innovation. Since we know that, in general, SoC and LoU change in predictable ways, interventions can be phased according to expected changes in concerns and use over time.

We also learned, as a result of this case study, that sometimes an intervention may seem to be totally appropriate or inappropriate; but, later, as the effects of the intervention become more visible, the intervention may not seem as good or as bad as we thought at first. For example, in the case of this implementation effort, the development of a philosophy of discipline at the time it was initiated, when teachers were being asked to implement a single new approach to discipline, seemed like an inappropriate intervention to the research staff. But, in retrospect, it clearly had some unintended positive effects on the implementation effort that may have offset any negative effects. On the positive side, it allowed teachers who were committed to the innovation to see that there were others who were also positive. Up until this time, the teachers who were negative had been the most vocal and had received most of the change facilitators' attention. On the negative side, the tediousness of the task may well have killed whatever interest some faculty members had in the innovation.

The Need to Define What Constitutes Acceptable Patterns of Use of the Innovation

A second major understanding we have of the change process is that people adopt different parts of an innovation in different combinations to fit their particular personality and situation. The CBAM name for this phenomenon is "Innovation Configurations." Innovation configurations are defined as "the operational patterns of the innovation that result from selection and use of different innovation component variations" (Hall & Loucks, 1978). In a fairly specific change effort (for example, a curriculum implementation), change facilitators might hope that participants in the change effort would use the innovation in fairly similar ways once the innovation is fully implemented. In a change effort like this one, in which the goals of the project are more general (e.g., to help teachers take a more humanistic approach to discipline), change facilitators might tolerate a wider range of innovation configurations. Although configuration data were only collected twice in this case study, criteria for what constitutes use and nonuse were established each time LoU interviews were conducted. As can be seen in Table 16, the configuration descriptions and the criteria changed from one measurement period to another.

From this case study, we know that whatever patterns of innovation configuration the change facilitators allow, it is important that they set criteria for what constitutes use and successful implementation of the innovation at the beginning of the change effort. These criteria might change as implementation takes place, but it is important for the change facilitator to set some standards or goals against which the implementation effort can be evaluated. In this case, these criteria were not identified in the proposal to Teacher Corps, nor were they set at the beginning of the change effort. When the UTR&D research project asked that criteria be set in January 1977 so that the first and second rounds of Levels of Use interview data could be compared and interpreted, one of the university Teacher Corps staff members set them unilaterally without consulting the on-site change facilitator or the principal. This was unfortunate, because the principal's criteria for what would constitute use of the innovation might have been different. She probably would have said her objectives were to have more students in class, fewer suspensions/expulsions, more humanistic treatment of students, and students having more responsibility.

Table 16

Criteria for Use/Nonuse in LoU Interviewing, September 1976 - October 1978

Date of LoU Interviewing	Criteria for Use/Nonuse	Configuration Patterns
September 1976	*1. Teachers hold required class meetings	rarely, occasionally, frequently
January 1977	*1. Students make plans	rarely, occasionally, frequently
	*2. Students make commitments	rarely, occasionally, frequently
	*3. Teacher follows-up	rarely, occasionally, frequently
April 1977	1. Teacher asks students to identify <u>what</u> they are doing, rather than why	rarely, occasionally, frequently
	*2. Students make plans (written and oral)	rarely, occasionally, frequently
	*3. Students make commitments (written and oral)	rarely, occasionally, frequently
	*4. Teacher follows-up	rarely, occasionally, frequently
	5. Teacher allows natural consequences to occur for unfulfilled commitments	rarely, occasionally, frequently
	6. Teacher holds class meetings	rarely, occasionally, frequently
	7. Teacher uses Reality Therapy for purposes other than discipline	rarely, occasionally, frequently
October 1977	1. Teacher asks students to identify <u>what</u> they are doing, rather than why	rarely occasionally, frequently
	*2. Students make plans (written and oral)	rarely, occasionally, frequently
	3. Students make commitments (written and oral)	rarely, occasionally, frequently
	*4. Teacher follows-up	rarely, occasionally, frequently
	*5. Teacher allows natural consequences to occur for unfulfilled commitments	rarely, occasionally, frequently
	6. Teacher holds class meetings	rarely, occasionally, frequently
	7. Teacher has more than required number of class meetings	rarely, occasionally, frequently
	*8. Teacher imposes corporal punishment as a last resort	rarely, occasionally, frequently
April 1978	*1. Students make plans	rarely, occasionally, frequently
	*2. Teacher follows-up	rarely, occasionally, frequently
	*3. Punishment used as a last resort	rarely, occasionally, frequently
October 1978	*1. Teacher negotiates a plan with students that involves choices and ownership	rarely, occasionally, frequently
	*2. Teacher follows-up when appropriate and observes if students are keeping commitments	rarely, occasionally, frequently
	*3. Paddling is not used as a first or regular punishment	rarely, occasionally, frequently

*Used as criteria to establish use/nonuse.

Not only did each of the change facilitators in this case appear to have different criteria in mind for what constituted use of the innovation, they also never got together to talk about what the operationalization of this innovation would look like at various points in the change process. In this case, at the beginning of the change effort, the on-site change facilitator (Jim) and the principal saw that paddling and suspensions were inconsistent with use of the innovation, and so they made some decisions about the need for a Student Planning Room as an alternative to paddling and suspensions. When some teachers saw that the office was not employing the same techniques as they had in the past, they were shocked. They interpreted the principal's actions to mean that they could not paddle anymore, which left them feeling helpless when they were still having problems managing the new approach to discipline.

At this point in the change process, it might have been helpful if the change facilitators had created a set of expectations on the part of teachers that certain changes, altnough difficult at first, would eventually result in positive outcomes for students. Then again, teachers at LoU III may not have been able to understand the logic of arguments that assessed that merit of certain changes on the basis of their impact on students. In situations like this, change facilitators may need to think about changing their expectations for how teachers will use the innovation (the acceptable innovation configuration as teachers become more sophisticated in their use of the innovation). In this case, that would have meant not saying anything about paddling or creating the Student Planning Room until teachers had worked through some of their early concerns and problems with using the innovation.

It goes without saying that in addition to setting criteria for use of the innovation, it is important for change facilitators to define the innovation and establish goals for the implementation in operational terms. The goals of this change effort were never clear. The proposal suggested teachers would be trained in the use of a new approach to discipline, Reality Therapy. The principal's goal to change teachers' approaches to discipline in order to create a more positive environment for students was not inconsistent with the goal of training teachers in the use of Reality Therapy, but it was more general. By mid-fall during the first year of the project, the focus of the change effort had shifted away from the implementation of a specific innova-

tion (Reality Therapy) to helping teachers examine and modify discipline strategies in the school. The principal felt that increasing pressure on teachers to use Reality Therapy would jeopardize the more important goal she had of establishing more humane discipline practices at the school. By January 1977, it seemed as if the innovation would become the implementation of whatever philosophy of discipline the staff agreed to, although, as we have seen, even this goal was scuttled when there appeared to be some irreconcilable conflicts among faculty members at the second pre-school workshop. Operationally, the goals of the second year of the project seemed to be to help teachers examine alternative discipline models like behavior modification and to avoid conflict.

This shift in goals probably came about because Reality Therapy, in effect, did not meet the needs of a number of faculty members at the school who said discipline was a problem on the original needs assessment. These faculty members apparently did not want to learn a new approach to discipline that was more humane or that increased student responsibility. It is more likely that they wanted trouble-makers out of their classes and even out of school when they marked "discipline" as a pressing problem area on the needs assessment instrument. The useful discussions that occurred in faculty meetings to develop a philosophy of discipline four to six months into the project might have profitably occurred before the project began in that the principal and change facilitators would have had a clearer sense of the meaning of the needs assessment data.

In implementation efforts like this, where the innovation incorporated a set of techniques based on a number of assumptions, it is important that change facilitators evaluate all aspects of the model they are seeking to implement. In this case, "student responsibility," a key concept of Glasser's model for discipline (Reality Therapy), was emphasized, while "student involvement," Glasser's second concept, was not. Despite the fact that Glasser feels that class meetings are an important vehicle to build student-teacher rapport and increase student responsibility and involvement, school-wide class meetings were not held after December 1977. Furthermore, there was almost no use of Reality Therapy as a preventative technique at the junior high school. The technique was almost exclusively used with students who misbehaved, whereas Glasser would emphasize its preventative value for all students. These

modifications in the way the innovation was presented certainly must have had some effects on the implementation effort.

The Role of Organizational Leader in Supporting Use of the Innovation

This case study also raises some questions about what the literature on organizational change identifies as a key, if not the key factor in the successful implementation of change--the support of the organizational leader. From this case, we learned that the issue is not simply a question of whether or not the principal supports or does not support the innovation. It is a question of how the principal supports the innovation and how much he/she supports it. How long does the principal keep the need to use the innovation before the faculty? How long does she/he continue to control how the innovation will be used in the school? How much support for how long in what forms is needed for successful implementation to occur? In this case, the principal was clearly committed to and supported use of the innovation, but she also had to respond to the personal concerns of teachers related to "feeling supported" when students were sent to the office for disciplinary reasons. When she tried to do something different with students who were sent to the office, some teachers interpreted her actions to mean that they were not being supported. Specifically, the principal either had to meet the expectations of the staff by continuing to do what she had always done or she had to try something different with students and potentially loose the support of the staff for the program. In this case, the principal insisted teachers try the new approach to discipline. Her insistence probably alienated a number of teachers (nonusers, for the most part), and it probably cut her off from some faculty members who had supported her in the past and could have given her valuable feedback on how the program was being received by teachers. On the other hand, her directiveness and intense involvement was also responsible for most of the significant changes that did occur at the school over the two years of the project.

Decision-Making Models in a Collaborative Project

Finally, the data in this case study raises some interesting questions about decision-making in collaborative projects. In this project, the management team never really made program decisions. The management team was cre-

ated because of the current emphasis in the literature on participatory decision-making. The principal and the on-site change facilitator(s) made most of the day-to-day decisions that influenced implementation of the innovation. Some members of the management team did not even feel that they could give the discipline strategies leadership team feedback on their plans for implementation or that they could influence decision-making at that level. Certainly, the choice of a decision-making model for a project with as many resources as this one is a critical strategic decision. One could assume that different decision-making models could be used in a project like this if their effectiveness and costs could be evaluated.

The collaborative decision-making model called for in the proposal for this project had, at least on the surface, a lot of merit. It should have increased participants' ownership and understanding of the project. In this case, if the management team were to have actually functioned as the decision-making body for the project, some actions would have had to have been taken to involve its members in day-by-day discipline strategies planning. Certainly, this implementation effort would have been strengthened if the assistant principal had been involved in decision-making in relation to discipline strategies at the management team or discipline strategies leadership team levels. The assistant principal played a key role in discipline in this school. Had he known more about the long term goals of the project, he might have been able to avoid a number of conflicts with teachers and carried out his job in such a way that he could have had more influence on teachers' use of the innovation.

One alternative to a collaborative decision-making model is an authoritarian model. The principal in this case study had in the past and did to a great extent function in this way during the project. The problem with this approach to decision-making is that it often does not build ownership and the decisions that are made often last only as long as pressure is maintained.

A third decision-making model was also evident in this project, a laissez-faire model. As the project director became involved in other projects, he adopted this model in managing the on-site change facilitators' work. This model tended to increase the on-site change facilitators' autonomy--allowing them to define their own roles and work in their own styles. On the other

hand, it cut the project director off from what was happening at the school and made communication and coordination more difficult.

It is evident that each of these decision-making models has some strengths and weaknesses. It is incumbent on change facilitators to choose and use a model of decision-making that is appropriate to the needs of the project, without wasting human or financial resources and to recognize that each model includes potential strengths and weaknesses.

Summary

In summary, a number of observations about the implementation of change in schools can be made from analysis of this case study:

1. Change is a process and different interventions are required at different points in the change process with different users if successful implementation is to occur.

2. Change facilitators should identify various innovation configurations at the beginning of the change effort and determine which are acceptable.

3. It is important that change facilitators set criteria for what constitutes use of the innovation at the beginning of the change effort against which the implementation effort can be evaluated.

4. Although administrative support is important, change facilitators have to think about how much support for how long in what forms is needed for successful implementation to occur.

5. It is also important for change facilitators to make sure administrators have adequate training and understanding of the change process and feel supported in the actions they take to encourage use of the innovation.

6. Change facilitators need to choose a model for decision-making that fits the requirements and goals of the project.

POSTSCRIPT

What we thought was the last set of LoU interviews was conducted in April 1978. The last ethnographic data collection was in June. Although we were sure that the patterns of use of the innovation would change once the Teacher Corps Project ended, we did not anticipate a number of other changes that also affected the use of discipline strategies in the school. When these changes occurred over the summer (June - August 1978) the research staff decided to collect one more round of Stages of Concern and Levels of Use data in conjunction with one more on-site visit. The changes themselves, the data collected, and our hunches about how use of discipline strategies in the junior high school will change, as a result of changes in staffing and the building, are described in the section that follows.

Changes

The Teacher Corps project ended in June 1978 with the end of the university school year. Almost everyone who was interviewed in the fall said that teachers were more relaxed at the start of the new year. They did not feel the pressure of the previous two years. This shift in school climate was probably a reflection of this lessening of demands and performance and of several other changes that occurred over the summer.

In the first place, the board of education spent approximately $180,000 over the summer to renovate the junior high school and make it more livable. They had the principal's office repainted; the outer office was made into a conference area; they lowered the ceilings in the halls, which reduced the noise; and, the paint in the halls was touched-up. The old teachers' lounge was converted into the Student Planning Room and the Teacher Corps Room was turned into a new faculty lounge. The principal moved the coffee pot into the new lounge. Finally, the assistant principal's office was subdivided. The secretaries and teachers' mailboxes were placed on one one side, while the principal's office was situated on the other side.

The second major change that occurred over the summer was that the principal's (Marge) request for leave of absence to attend graduate school was approved. The board of education made the assistant principal (Tom) "acting" principal for the 1978-79 school year. No one was hired to take the assistant

principal's place. At Marge's suggestion, Tom asked teachers to share the assistant principal's responsibilities on a rotating basis during their planning periods. The teachers kept attendance, worked with students who were referred to the office for disciplinary reasons, answered the phone, called parents of students who were absent, and maintained student records. Several teachers felt that the time they were spending in the office gave them a new perspective on the problems administrators face in working with students in the office. They became much more sensitive as to how a student's version of an event might be inconsistent with a teacher's version. They saw how difficult it was to let the student know he/she is trusted and still support the teacher. Finally, a number of teachers said they had become more aware of how different teachers handled the same problem.

There were a number of other positive side effects to these changes in the office. In the first place, teachers reacted positively to the new principal's low-keyed approach, particularly after the former principal's firm insistence that teachers use the new approach to discipline. Teachers said they knew that the new principal was an advocate for Reality Therapy, but that he did not push it. Many teachers felt that the new principal had been put in a difficult position of having responsibility for two jobs at once. They wanted to cooperate as much as possible so that they and the school board would see that the school "would not fall apart" with the change. Several teachers said they were reluctant to send students to the office, not because they did not feel they would be supported (which is what they felt in the past), but because they were hesitant to stick another teacher with their problems. As a result, many teachers were handling more of their problems in their own classrooms and teams rather than referring students to the office. Many teachers now saw, as a result of the time they were spending in the office, what a hassle it was to deal with students who are always in trouble.

This new arrangement of teachers sharing the assistant principal's role had a good test during the second month of school when the acting principal, Tom, was called for jury duty and the teachers really ran the school. In effect, the new arrangement probably did more to improve relationships between teachers and the office and to develop a spirit of cooperation in the school than did any of the meetings on the role of the office in the previous two years.

Another action taken by the old principal over the summer also contributed to the cooperative spirit that was evident at the beginning of the new school year. Over the summer, Marge developed a "discipline referral form" which she shared with Tom and he instituted to give teachers feedback on what happens to a student who is sent to the office for disciplinary reasons. Teachers had been asking for this sort of communication for two years. The old principal developed it partly in response to their request and partly because so many people would be in the office handling discipline problems and there had to be some way to keep track of what actions were taken. A positive side effect that came from using the form is that it creates an expectation among teachers that they should try a number of strategies including Reality Therapy before sending a student to the office. Before introducing the new refferal form to the entire faculty, the new principal reviewed the procedures he expected teachers to follow with discipline problems in a team leaders' meeting. According to the form, teachers could, as a last resort, expect a student to be suspended, which many teachers felt would never have happened with the old principal because of her commitment to Reality Therapy. As one faculty member said in an interview, "Teachers now take more responsibility for handling their own discipline problems. When I send a kid to the office, I expect strong action will be taken. This year I think it will."

A third major change at the junior high school over the summer after the Teacher Corps Project had ended was in the area of staffing. Because of declining enrollments, one whole team, as well as the staff person in the Student Planning Room, was cut. In addition, several teachers were transferred to other buildings in the district, and a number of changes in teaching team assignments were necessary. As a result, a number of cliques among faculty members that had solidified over the last two years were broken down.

The last change that was made in the school over the summer that might have had some effect on teachers' use of discipline strategies was that students were grouped differently. Although each team was heterogeneous (e.g., included students of different abilities), students were grouped homogeneously by ability for each academic subject matter area within the team. The principal felt that this change had improved discipline in the school.

These four changes, physical improvements in the building, leadership, staffing, and student groupings, were likely to have some effect on how disci-

pline was handled in the school. Figure 7 and Table 17 that follow summarize the SoC/LoU data that were collected in October 1978.[19]

How do these scores differ from the April 1978 profiles? Overall, concerns are quite a bit less intense, particularly at Stage 1 (Information) and Stage 2 (Personal)--both are 19 points lower. The percentage of subjects at each Level of Use is not significantly different in October 1978 than it was in April 1978, except that there is a higher percentage of teachers at LoU IVA (Routine use), which is to be expected.

This relative lowering of concerns and stable pattern of use can probably be explained by teachers' increasing experience with the approach, as well as the stance taken by the new principal toward the innovation. Some teachers felt that the old principal expected them to use Reality Therapy or leave. As a result, teachers' Personal concerns (How will I be evaluated?) and their Management concerns (How can I use this approach effectively with one student when there are 30 others waiting for my attention) were always high. In contrast, the new principal supported the use of Reality Therapy as one alternative. Because teachers sensed they had alternatives, they felt less guilty when they did not follow all the steps of Reality Therapy or when they resorted to padding a student. Consequently their management concerns were lower. More importantly perhaps, teachers felt they could disagree with the new principal and that they could see him as often as they needed. In the two years the Teacher Corps Project was in the school, many teachers had trouble getting in to see the principal because of all the meetings she had to attend. Furthermore, teachers felt that they could not disagree with her. It is logical to expect that the support and respect teachers felt from the new principal would lower their personal concerns.

Time will tell how the new approach to discipline fares at the junior high school and whether the changes that took place there over the summer allow teachers to revert back to their old ways of disciplining students or whether they, in fact, encourage use of the innovation. By October 1978, it

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[19]Teachers volunteered to be interviewed in October 1978 and, therefore, the number of teachers surveyed and interviewed at the time is about half that of the other measurement periods. Both the smaller sample size and the fact that the teachers who were interviewed volunteered to be interviewed may have influenced the results we obtained.

Figure 7: Distribution of Teachers' Concerns About Use of Discipline Strategies, Expressed in Percentiles, October 1978 (N = 24)

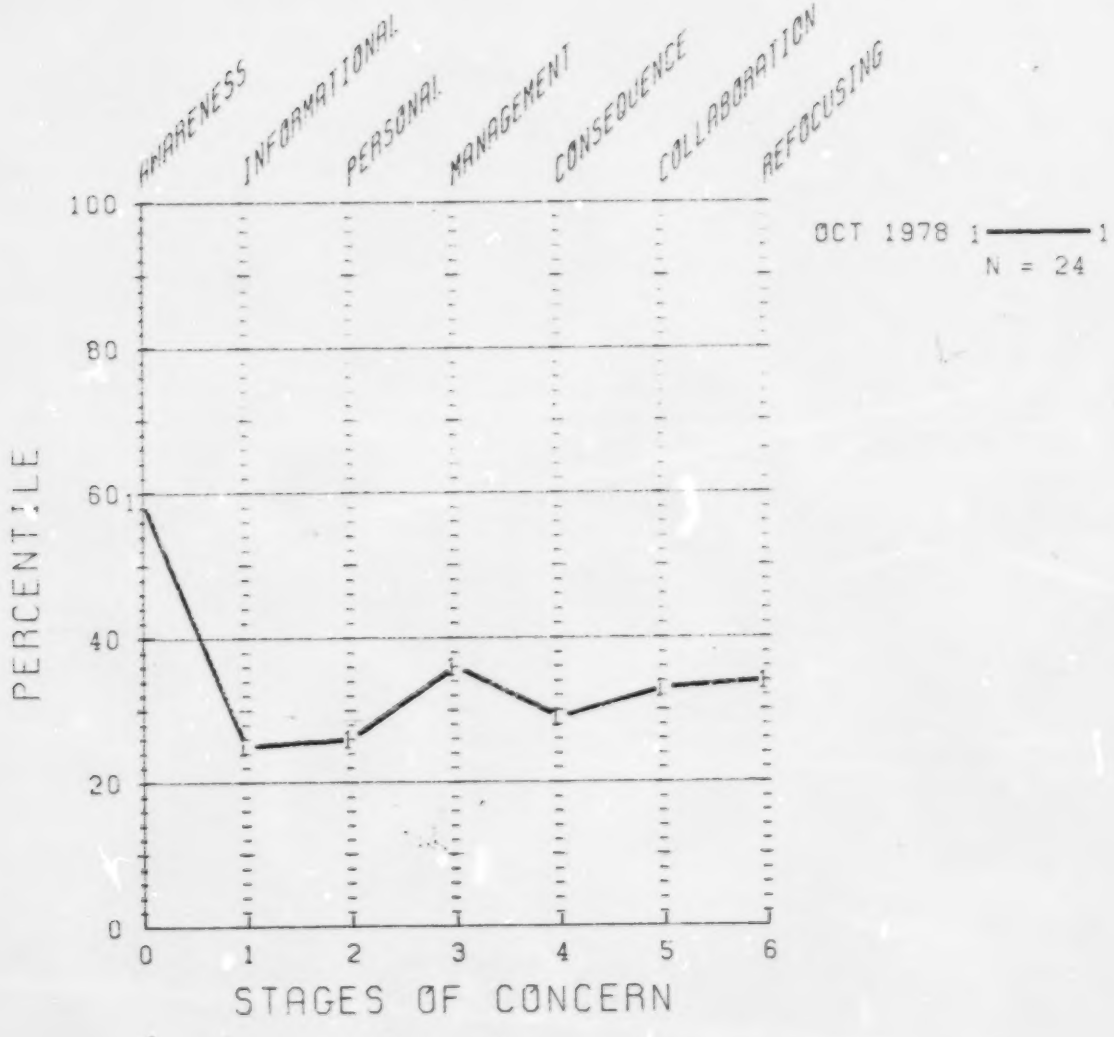

Table 17

Percent of Subjects at Each Level of Use, October 1978 (N = 23)

Level of Use	0	I	II	III	IVA	IVB	V	VI
Percentages	26	0	0	4	57	0	13	0

seemed that the changes had encouraged teacher responsibility and involvement in much the same spirit that the innovation itself encouraged student responsibility and involvement.

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